

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
Національний університет «Одеська юридична академія»

Збірник тестових завдань
для підготовки до зовнішнього незалежного оцінювання
з англійської мови
для студентів 4, 6 курсів
(Частина I)

Навчально-методичний посібник

За загальною редакцією
Ю. В. Юлінецької



Одеса
«Юридична література»
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Навчально-методичний посібник складається з чотирьох розділів,
що містять тренувальні тести і типові завдання для підготовки до зо-
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*I hear and forget,
I see and remember,
I do and understand.*
(Chinese proverb)

Вступ

Створення Європейського простору вищої освіти висуває складні
завдання щодо збільшення мобільності студентів, більш ефективного
міжнародного спілкування та легшого доступу до інформації. В умовах
значного розширення міжнародних зв'язків України знання англійської мови
спеціалістами різних галузей науки набуває особливого значення. Одне з
головних завдань, що ставиться перед студентами вищих навчальних закладів
України є практичне володіння англійською мовою.

Загальною метою вивчення та викладання іноземної мови є підготовка
студентів до ефективної комунікації у їхньому академічному оточенні. Тому
освітня програма передбачає, що комунікативні мовні компетенції будуть
формуватися для адекватної поведінки в реальних ситуаціях академічного
життя, які є загальними для студентів різних спеціальностей. Вона зорієнтована
як на студента, так і на процес навчання, сприяючи усвідомленню мовних
міжкультурних особливостей та зосереджуючи увагу на соціокультурному
змісті, текстовому характері комунікації, методах вивчення і викладання, які
активізують інтерес студентів. Програма допомагає розвивати мовну,
прагматичну та міжкультурну компетенції студентів, а, отже, і їхню здатність
до самостійного вивчення мов.

Даний курс спрямований на підвищення рівня володіння мовою студентів
в мовній сфері з конкретною метою.

Метою даного курсу є забезпечення розвитку та вдосконалення навичок
та вмій у такому виді мовленнєвої діяльності як читання на рівні володіння
англійською мовою B1 – B1+ (Незалежний користувач).

Читання – це самостійний вид мовленнєвої діяльності, який входить в сферу комунікативної діяльності людей і забезпечує письмову форму спілкування.

Читання відноситься до рецептивних видів мовленнєвої діяльності, оскільки воно пов'язане зі сприйняттям (рецепцією) і розумінням інформації, закодованої графічними знаками. В процесі читання виділяють змістовний аспект (про що текст) і процесуальний аспект (як прочитати або озвучити текст). У змістовному плані результатом читання буде розуміння прочитаного; в процесуальному – сам процес читання, тобто внутрішнє промовляння і встановлення безпосереднього зв'язку між семантичним і графічним комплексами.

Навчання читання, як самостійного виду мовленнєвої діяльності, полягає в наступному: навчити студентів отримувати інформацію з тексту в тому обсязі, який необхідний для вирішення конкретного мовленнєвого завдання.

Читання може виступати і як засіб формування і контролю суміжних мовленнєвих умінь і навичок, оскільки:

- використання читання дозволяє студентам оптимізувати процес засвоєння мовного і мовленнєвого матеріалу;
- комунікативно-орієнтовані завдання передбачають вміння читати і будуються на основі письмових текстів та інструкцій;
- вправи на формування і відпрацювання мовних і мовленнєвих навичок також будуються з опорою на текст.

Різний рівень розуміння тексту і запропоновані до нього вимоги дозволили вченим-методистам розробити класифікацію видів читання.

В основу кожного з них покладені різні принципи. Так, одні автори поділяють читання на види за психологічними особливостями їх сприйняття: перекладне - безперекладне, аналітичне – синтетичне; інші автори – за умовами їх виконання: самостійне – несамостійне, підготовлене – непідготовлене; за кількістю прочитаного: екстенсивне – інтенсивне та ін. Широко поширена така

класифікація видів читання: вивчаюче, ознайомлювальне, переглядове та пошукове.

Розуміння основного змісту прочитаного. Англійською це reading for gist, skim reading або skimming. У методиці також використовується термін ознайомлювальне читання. Текст прочитується якомога швидше з метою зрозуміти основний зміст і загальну структуру тексту або вибрати головні факти.

Для цього виду читання досить розуміння 70 % тексту; головне – це вміння виділити і зрозуміти ключові слова. Студентам необхідно навчитися обходити незнайомі слова і не переривати читання, якщо такі зустрічаються, а також вчитися здогадуватися про значення ключових слів з контексту. Головним є вміння узагальнити зміст тексту, тобто синтезувати основну комунікативну задачу тексту – яку інформацію він дає і які думки є найбільш важливими.

Один із способів досягти результату – встановити часові рамки читання тексту, викладач не повинен пояснювати незнайомі слова на цьому етапі читання.

Отримання необхідної інформації. Англійською це reading for specific information або scanning. У вітчизняній методиці також використовуються терміни пошукове (пошук конкретної інформації) і переглядове читання (швидкий перегляд тексту з метою з'ясувати, чи містить цей текст корисну читачеві інформацію).

При пошуковому читанні текст читають з метою знаходження відносно невеликої кількості інформації для подальшого її використання в певних цілях. Це може бути інформація у вигляді опису, аргументації, правил, оціночних суджень.

При переглядовому читанні читач збирає інформацію про ступінь корисності тексту, про те, чи знадобиться йому ця інформація для використання в подальшому.

Цей вид читання має на меті пошук ключових слів і знаходження тієї частини тексту, де міститься необхідна інформація.

Повне розуміння прочитаного. Англійською це reading for detailed comprehension або reading for detail. У вітчизняній методиці також використовується термін вивчаюче читання. Цей вид читання передбачає повне і точне розуміння всіх основних і другорядних фактів, їх осмислення і запам'ятовування. Студент повинен вміти оцінити, прокоментувати, пояснити інформацію, зробити з прочитаного висновок. Передбачається, що студент повинен вміти здогадуватися про значення слів з контексту, розуміти логічні зв'язки в реченні і між частинами тексту.

Синтетичне та аналітичне читання.

Синтетичне читання – різновид читання, коли увага читача повністю або головним чином зосереджена на змісті, та зміст сприймається синтезовано і швидко.

Аналітичне читання – читання, коли увага читача частково зміщується на мовне оформлення тексту, тому читання протікає набагато повільніше.

Синтетичне читання вчить розумінню текстів, без застосування аналізу і перекладу. Аналітичне читання служить засобом розуміння більш складних текстів, що включають труднощі, які можуть бути подолані тільки за допомогою читання і перекладу.

Синтетичне читання вважається більш ефективним на початковому етапі навчання, тому що студенти опановують уміння розуміти уривки з тексту, не вдаючись до допомоги словника. Однак незнайомий мовний матеріал може зустрітись і в процесі синтетичного читання. Передумови розуміння в цьому випадку забезпечує:

- володіння мовним мінімумом, в результаті чого невелика кількість незнайомих слів включена в знайоме оточення;
- уміння виділити незнайомі слова і зрозуміти їх або на основі контексту, або на основі словотворчого аналізу;
- уміння пропустити незначні для розуміння деталі.

Не можна, однак вважати, що аналіз застосовується тільки тоді, коли з'являються незнайомі слова. Він може застосовуватися і при безперекладному розумінні тексту, наприклад, в разі виділення будь-яких мовних особливостей тексту або його змісту. Аналітичне сприйняття може виникнути у зв'язку з попередньою роботою над текстом. Суттєвою ознакою аналітичного читання є наявність аналітичної установки в процесі читання, тобто сприйняття деталей. В процесі читання з елементами аналізу студенти вчаться долати мовні труднощі і, таким чином, розуміти зміст тексту.

Взаємозв'язок синтетичного і аналітичного читання проходить через всі етапи читання. Аналіз ніколи не існує окремо від синтезу. По суті, ми частіше стикаємося з синтетичним читанням, тому що процес читання проходить три фази сприйняття: первинний синтез, аналіз і вторинний синтез. Студенти читають новий текст і, спираючись на відомий мовний матеріал, розуміють його загальний зміст. Потім вони аналізують невідомі мовні одиниці, а потім знову відбувається синтетичне читання, тому що в результаті аналізу реалізуються передумови для розуміння прочитаного. Розуміння на цьому етапі стає більш точним завдяки аналізу.

Важливе значення має змістовна сторона навчальних матеріалів, призначених для читання. Саме зміст приховує потенційну можливість пробудити у студентів позитивну мотивацію, викликати потребу в читанні іноземною мовою.

Розширення обсягу мовного матеріалу збільшує кількість можливих комбінацій, що впливає на зміст текстів для синтетичного читання. Зміст цих текстів охоплює все нові і все більш різноманітні ситуації. Тексти можуть містити незнайомий лексичний матеріал, про значення якого можна здогадатися або за допомогою словотворчого аналізу, або в результаті визначення точного контекстуального значення слова.

Поряд з вирішенням основних мовленнєвих і лінгвістичних задач читання може сприяти здійсненню важливої освітньої мети – введенню студентів у світ культури країн мови, що вивчається.

Робота над текстом.

Існують різні точки зору з приводу того, які етапи роботи над текстом необхідно включити в навчальний процес.

Зазвичай виділяються три етапи роботи з текстом: дотекстовий етап (дотекстові вправи), текстовий етап (контроль розуміння змісту), післятекстовий етап (контроль розуміння важливих деталей тексту, аналіз і оцінка).

Методисти пропонують багато видів завдань для роботи з текстами. Природно, що види робіт залежать від мети читання. Якщо це читання заради читання, то завдання будуть орієнтовані на контроль змісту.

Дотекстові вправи (робота зі словами і граматикую, що використані в тексті):

1. знайти і виписати речення з певними словами;
2. знайти пари: слово і його дефініція;
3. вибрати синонім/антонім слова із запропонованої групи слів;
4. поєднати пари слів за змістом;
5. перефразувати речення, замінивши виділене слово або вираз на синонім, використаний в тексті.

Контроль розуміння загального змісту.

Контрольно зворотний зв'язок здійснюється в процесі читання і сприяє більш повному осмисленню інформації тексту:

1. дати назву головним змістовним частинам тексту;
2. визначити (виписати) речення, що містять головну думку окремих частин тексту;
3. визначити (виписати) речення, що підтверджують або заперечують певну думку;
4. продовжити (закінчити) речення фразою з тексту;
5. відповісти на питання, відповіді на які студенти можуть знайти в тексті;

6. погодитися або не погодитися з висловлюваннями відповідно до змісту тексту;

7. запропоновано 2-3 речення. Потрібно вибрати твердження, що відповідає змісту тексту.

Висновки

Підбиваючи підсумок, можна зазначити, що:

1. читання – не тільки засіб навчання мови, а й самостійний вид мовленнєвої діяльності. Потрібно вчити розуміння тексту;
2. процес навчання читання складається з навчання різним видам читання;
3. для кожного виду читання необхідно розвивати відповідні вміння;
4. навчати читання необхідно, застосовуючи відповідні види вправ: час, що відводиться на їх виконання, обмежений;
5. уміння виділити з тексту найбільш важливі елементи - основа навчання читання. При цьому необхідним є знання структурно-сислової організації тексту.

При розробленні цього посібника були використані запозичення текстів різних підручників, посібників та інтернет-ресурсів:

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RELATIONSHIPS

A World Guide to Good Manners

Read the text and complete the tasks.

Travelling to all corners of the world gets easier and easier. We live in a global village, but how well do we know and understand each other? Here is a simple test. Imagine you have arranged a meeting at four o'clock. What time should you expect your foreign business colleagues to arrive? If they're German, they'll be bang on time. If they're American, they'll probably be 15 minutes early. If they're British, they'll be 15 minutes late, and you should allow up to an hour for the Italians.

When the European Community began to increase in size, several guidebooks appeared giving advice on international etiquette. At first many people thought this was a joke, especially the British, who seemed to assume that the widespread understanding of their language meant a corresponding understanding of English customs. Very soon they had to change their ideas, as they realized that they had a lot to learn about how to behave with their foreign business friends.

Doing business

- In many countries, business hours are from 9.00 or 10.00 to 5.00 or 6.00. However in some countries, such as Greece, Italy, and Spain, (1) _____ then remain open until the evening.
- The British are happy to have a business lunch and discuss business matters with a drink during the meal. In Mexico and Japan, (2) _____. Lunch is a time to relax, socialize and get to know one another; the Japanese rarely drink alcohol at lunchtime. They prefer not to work while eating.

- In the United States, it's not unusual to have a business meeting over breakfast. In America, you should eat your hamburger with both hands and as quickly as possible. You shouldn't try to have a conversation until it is eaten. In China it's common to have business banquets, but you shouldn't discuss business during the meal.

- The Germans like to talk business before dinner; the French like to eat first and talk afterwards. They have to be well fed and watered before they discuss anything.

- Taking off your jacket and rolling up your sleeves is a sign of getting down to work in Britain and Holland, but in Germany people regard it as taking it easy.

- American executives sometimes signal their feelings of ease and importance in their offices by putting their feet on the desk whilst on the telephone. In Japan, people would be shocked. Showing the soles of your feet is the height of bad manners. It is a social insult only exceeded by blowing your nose in public.

The Japanese have perhaps the strictest rules of social and business behaviour. Seniority is very important, and a younger man should never be sent to complete a business deal with an older Japanese man. The Japanese business card almost needs a rulebook of its own. You must exchange business cards immediately on meeting because it is essential to establish everyone's status and position.

When it is handed to a person in a superior position, it must be given and received with both hands with the writing facing the person you are giving it to. You must take time to read it carefully, and not just put it in your pocket!

Japanese business people consider it their professional duty to go out after work with colleagues to restaurants, bars, or nightclubs. If you are invited, you shouldn't refuse, even if you don't feel like staying out late.

Greetings

How should you behave when you meet someone for the first time? An American or Canadian shakes your hand firmly while looking you straight in the eyes. In many parts of Asia, there is no physical contact at all. You should not expect the Japanese to shake hands. In Japan, the bow is a very important part of greeting someone, and the more respect you want to show, (3) _____. The first bow of the day should be lower than when you meet thereafter. In Thailand, the greeting is made by pressing both hands together at the chest, as if you are praying, and bowing your head slightly. In both countries, eye contact is avoided as a sign of respect.

The Americans sometimes find it difficult to accept the more formal Japanese manners. They prefer to be casual and more informal, as illustrated by the universal 'Have a nice day!' American waiters have a one-word imperative 'Enjoy!' The British, of course, are cool and reserved. The great topic of conversation between strangers in Britain is the weather – unemotional and impersonal. In America, the main topic between strangers is the search to find a geographical link. 'Oh, really? You live in Ohio? I had an uncle who once worked there.'

Clothes

Many countries have rules about what you should and shouldn't wear. In Asian and Muslim countries, you shouldn't reveal the body, especially women, who (4) _____.

In Japan, you should take off your shoes when entering a house or a restaurant. Remember to place them neatly together facing the door you came in. This is also true in China, Korea, Thailand, and Iran.

'When in Rome, do as the Romans do.' Here are some final tips for travellers.

- In France you shouldn't sit down in a café until you've shaken hands with everyone you know.
- In Afghanistan you should spend at least five minutes saying hello.
- In Pakistan you mustn't wink. It is offensive.
- In India and the Middle East you must never use the left hand (5) _____. Also, you should take care not to admire anything in your hosts' home. They will feel that they have to give it to you.
- In Russia you must match your hosts drink for drink or they will think you are unfriendly.
- In Italy, Spain, and Latin America, lunch is often the biggest meal of the day, and can last two or three hours. For this reason many people eat a light breakfast and a late dinner.
- In many Asian cultures, it is acceptable to smack your lips when you eat. It means that the food is good.
- In China, your host will keep refilling your dish unless you lay your chopsticks across your bowl.
- Most South Americans and Mexicans like to stand very close to the person they're talking to. You shouldn't back away.
- In Ireland, social events sometimes end with singing and dancing. You may be asked to sing.

Task 1. These lines have been taken out of the text. Where do they go?

- A) many people prefer not to discuss business while eating
- B) some businesses close in the early afternoon for a couple of hours
- C) for greeting, eating, drinking or smoking
- D) the deeper you should bow
- E) should wear long-sleeved blouses and skirts below the knee

Task 2. Read the article again and answer the questions.

1. Which nationalities are the most and least punctual?
2. Why did the British think that everyone understood their customs?
3. Which nationalities do not like to eat and do business at the same time?
4. 'They (the French) have to be well fed and watered.' What or who do you normally have to feed and water?
5. An American friend of yours is going to work in Japan. Give some advice about how he/she should and shouldn't behave.
6. Imagine you are at a party in (a) England (b) America. How could you begin a conversation with a stranger?
7. List some of the clothes you think women shouldn't wear in Asian and Muslim countries.
8. Is your main meal of the day the same as in Italy or Spain?
9. Why is it not a good idea to say to your Japanese business colleagues, 'I don't feel like staying out late tonight'?
10. Which nationalities have rules of behaviour about hands? What are the rules?

Task 3. Why is it not a good idea to ...

... say that you absolutely love your Egyptian friend's vase.

... go to Russia if you don't drink alcohol.

... say 'Hi! See you later!' when you're introduced to someone in Afghanistan.

... discuss politics with your American friend in a McDonald's.

What do you think?

1 Do you agree with the saying 'When in Rome, do as the Romans do'? Do you have a similar saying in your language?

2 What are the 'rules' about greeting people in your country? When do you shake hands? When do you kiss? What about when you say goodbye?

3 Think of one or two examples of bad manners. For example, in Britain it is considered impolite to ask people how much they earn.

4 What advice would you give somebody coming to live and work in your country?

Different Forms of Hospitality

Read the text and complete the tasks.

You are going to read a passage by a British woman who spent most of 2001 staying with a family in a foreign country in order to study everyday life there. In small groups, think about the problems that she may have had and also the things that she may have enjoyed. Then read the passage quickly to check if any of your ideas are mentioned.

As a British woman social anthropologist, I once spent a year in Moldova, in Eastern Europe, studying everyday life in the country. I stayed with a Moldovan family, to see from the inside how people

managed their lives. I had a wonderful time, and made many new friends. What I observed is of course based on my own experience, at a particular place and time.

I often found it surprisingly difficult to see life there through the eyes of a Moldovan. This was because the people I met were extremely hospitable and I was treated as an honoured guest at all times. As my hosts, they wanted me to enjoy myself, and not to get involved in shopping, cooking, or other domestic chores. Most mornings I was encouraged to go out to explore the city, or carry out my research, and I returned later to find that my elderly landlady and her sister had travelled across the city on buses to the central market to bring back heavy loads of potatoes, a whole lamb, or other large quantities of produce. I was often invited to people's homes, and was always offered food on entering. Most of the adults I met enjoyed inviting friends, family, neighbours, colleagues and even strangers into their homes, where they treated them to food, drink, and a lively, hospitable atmosphere. Hosts hurried to serve guests as well and as quickly as possible. When a household was expecting guests, large amounts of food were prepared in advance, usually by the women. Wine had already been made, generally by the men, who were also responsible for pouring it. Unexpected visitors were still offered as much food and drink as the household could provide in the circumstances.

At the time of my visit, it was not always easy to buy food. Grocery stores tended to be rather expensive and difficult to find, and so people usually shopped in markets instead. Because few of the people I knew owned cars, most had to make frequent trips to the market on foot or crowded buses. People regularly travelled to several locations to purchase food and other necessities. City inhabitants were also involved in complex

food exchanges with their home villages. There were many similarities to my experience of Russia during visits in the 1990s. Here too, I found that people often put enormous effort into providing very generous meals for guests. In fact, my Russian hosts seemed to feel that they could only succeed in their role as host if their guests tried all the courses of the meal and consumed far more than they would normally.

My impression was that there so was a clear, generally accepted understanding of how hosts should behave. They were expected to provide large amounts of food, and to ensure that guests ate a great deal. All the chores - the shopping, preparation, washing up - were the responsibility of the hosts, and a guest's offer to help was usually politely refused. Guests were unlikely to be allowed into the kitchen.

In England the roles of host and guest tend to present a different picture, in ways that some might welcome and others regret. The two roles are less strictly defined as the English move towards more casual notions of hospitality than in the past. Perhaps to make guests feel at home, they may be invited into the kitchen to talk, and an offer to help with the cooking may well be accepted. Although traditionally cooking was women's work, nowadays far more men either help with or take charge of the food preparation.

In general, guests are expected to eat as much, or as little, as they like - so many people are on a diet that this is accepted as an adequate 90 reason for not eating much. Hosts usually don't feel that their food, cooking skills or hospitality are being criticized if a guest refuses second helping. And after the meal, a guest who offers to help with the washing up may be disappointed to find that their offer is accepted! Unexpected

visitors will probably be offered a cup of tea or coffee, and perhaps a biscuit, but an offer of food is not regarded as essential.

Task 1. Complete the summary using the list of words below.

A Year in Moldova

The writer spent a year in Moldova as a member of a local 0) household and studied the 1) _____ of daily life. As a 2) _____, she was not expected to help with domestic 3) _____. She found that making and serving 4) _____ was seen as men's work, while women were responsible for other aspects of providing 5) _____. Buying 6) _____ generally required long journeys to 7) _____ by 8) _____.

List of Words [bus, car, customs, duties, groceries, guest, homes, host, household, markets, meals, people, problems, resident, shops, villages, wine]

Task 2. What does the writer say about hospitality in Russia?

A) People see it as their duty to invite guests, even if they do not enjoy being a host.

B) Certain food is kept for special occasions when guests are present.

C) Foreign visitors are likely to be treated differently from Russian guests.

D) Hospitality is seen as an occasion for guests to eat more than usual.

Task 3. Which FOUR of the following activities by guests in England are mentioned by the writer?

A) bringing food or drink

B) helping to prepare food

C) eating a small amount

D) praising the host's cooking

E) refusing food

F) helping to wash up

G) inviting hosts to their home

The Pursuit of Happiness

Read the text and complete the tasks.

Compared with misery, happiness is relatively unexplored terrain for social scientists. Between 1967 and 1994, 46.380 articles indexed in Psychological Abstracts mentioned depression, 36.851 anxiety, and 5.099 anger. Only 2.389 spoke of happiness, 2.340 life satisfaction, and 405- joy.

Recently we and other researchers have begun a systematic study of happiness. During the past two decades, dozens of investigators throughout the world have asked several hundred thousand. Representative sampled people to reflect on their happiness and satisfaction with life or what psychologists call "subjective well-being". In the US the National Opinion Research Center at the University of Chicago has surveyed a representative sample of roughly 1,500 people a year since 1957; the Institute for Social Research at the University of Michigan has carried out similar studies on a less regular basis, as has the Gallup Organization. Government-funded efforts have also probed the moods of European countries.

We have uncovered some surprising findings. People are happier than one might expect, and happiness does not appear to depend significantly on external circumstances. Although viewing life as a tragedy has a long and honorable history, the responses of random samples of people around the world about their happiness paints a much rosier picture.

In the University of Chicago surveys, three in 10 Americans say they are very happy, for example. Only one in 10 chooses the most negative description "not too happy". The majority describe themselves as "pretty happy".

How can social scientists measure something as hard to pin down as happiness? Most researchers simply ask people to report their feelings of happiness or unhappiness and to assess how satisfying their lives are. Such self-reported well-being is moderately consistent over years of retesting. Furthermore, those who say they are happy and satisfied seem happy to their close friends and family members and to a psychologist-interviewer. Their daily mood ratings reveal more positive emotions, and they smile more than those who call themselves unhappy. Self-reported happiness also predicts other indicators of well-being. Compared with the depressed, happy people are less self-focused, less hostile and abusive, and less susceptible to disease.

We have found that the even distribution of happiness cuts across almost all demographic classifications of age, economic class, race and educational level. In addition, almost all strategies for assessing subjective well-being - including those that sample people's experience by polling them at random times with beepers - turn up similar findings. Interviews with representative samples of people of all ages, for example, reveal that no time of life is notably happier or unhappier. Similarly, men and women are equally likely to declare themselves "very happy" and "satisfied" with life, according to a statistical digest of 146 studies by Marilyn J, Haring, William Stock and Morris A, Okun, all at Arizona State University.

Wealth is also a poor predictor of happiness. People have not become happier over time as their cultures have become more affluent. Even

though Americans earn twice as much in today's dollars as they did in 1957, the proportion of those telling surveyors from the National Opinion Research Center that they are "very happy" has declined from 35 to 29 percent.

Even very rich people - those surveyed among Forbes magazine's 100 wealthiest Americans - are only slightly happier than the average American. Those whose income has increased over a 10-year period are not happier than those whose income is stagnant. Indeed, in most nations the correlation between income and happiness is negligible - only in the poorest countries, such as Bangladesh and India, is income a good measure of emotional well-being.

Are people in rich countries happier, by and large, than people in not so rich countries? It appears in general that they are, but the margin may be slim. In Portugal, for example, only one in 10 people reports being very happy, whereas in the much more prosperous Netherlands the proportion of very happy is four in 10. Yet there are curious reversals in this correlation between national wealth and well-being -the Irish during the 1980s consistently reported greater life satisfaction than the wealthier West Germans. Furthermore, other factors, such as civil rights, literacy and duration of democratic government, all of which also promote reported life satisfaction, tend to go hand in hand with national wealth. As a result, it is impossible to tell whether the happiness of people in wealthier nations is based on money or is a by-product of other felicities.

Although happiness is not easy to predict from material circumstances, it seems consistent for those who have it. In one National Institute on Aging study of 5,000 adults, the happiest people in 1973 were

still relatively happy a decade later, despite changes in work, residence and family status.

Questions 1-3. Choose the appropriate letters A-D.

1. What point are the writers making in the opening paragraph?

- A) Happiness levels have risen since 1967.
- B) Journals take a biased view on happiness.
- C) Happiness is not a well-documented research area,
- D) People tend to think about themselves negatively.

2. What do the writers say about their research findings?

- A) They had predicted the results correctly.
- B) They felt people had responded dishonestly.
- C) They conflict with those of other researchers.
- D) Happiness levels are higher than they had believed.

3. In the fourth paragraph, what does the reader learn about the research method used?

- A) It is new
- B) It appears to be reliable.
- C) It is better than using beepers.
- D) It reveals additional information.

Questions 4-7. According to the passage, which of the findings below (4-7) is quoted by which Investigative Body (A-G)?

NB There are more Investigative Bodies than findings, so you do not have to use all of them.

- 4. Happiness is not gender related.
- 5. Over fifty per cent of people consider themselves to be 'happy'.
- 6. Happiness levels are marginally higher for those in the top income brackets.

7. 'Happy' people remain happy throughout their lives.

Investigative Bodies:

- A) The National Opinion Research Center, University of Chicago
- B) Arizona State University
- C) The Institute for Social Research, University of Michigan
- D) Forbes Magazine
- E) The National Institute on Aging
- F) The Gallup Organization
- G) The Government

Questions 8-13. Complete the summary of Reading Passage below.

Choose your answers from the box at the bottom of the page.

NB There are more words than spaces so you will not use them all.

You may use any of the words more than once.

How Happy Are We

Example: Our happiness levels are (0) _____ by relatively few factors.

Answer: affected

For example, incomes in the States have (8) _____ over the past forty years but happiness levels have (9) _____ over the same period. In fact, people on average incomes are only slightly (10) _____ happy than extremely rich people and a gradual increase in prosperity makes (11) _____ difference to how happy we are. In terms of national wealth, populations of wealthy nations are (12) _____ happier than those who live in poorer countries. Although in some cases this trend is (13) _____ and it appears that other factors need to be considered.

List of Words [stopped – slightly – too – great – doubled – significant — similar – some – stabilized – remarkably – reversed – dropped no – less– much – affected – crept up – slowed down – more – clearly]

The Family

Read the text and complete the tasks.

Questions 1-6. Match these words with their definitions.

birth rate – childcare – employer – old-fashioned – responsible – suitable
--

1. not modern
2. you did it or caused it
3. a person or company that pays you to work for them
4. right for a particular purpose or situation
5. when someone looks after children while the parents are at work
6. the number of births for every 100 or 1,000 people in a particular year and place

Question 7. Read the newspaper article and complete this sentence in six or seven words.

7. This article is about _____.

Germany: What Future for the Family?

New figures showed yesterday that Germany has the highest percentage of childless women in the world. 30% of German women have not had children, and this figure rises to 40% among female graduates. Germany's Family Minister, Ursula von der Leyen, said that if the birth rate does not go up, Germany will die.

Germany's birth rate is one of the lowest in Europe, with an average of 1.37 children per woman, compared with 1.75 in Sweden and 1.74 in the UK. German mothers are also the oldest, with an average age of thirty when they have their first child – and most parents choose to have only one child.

According to Professor Norbert Schneider of Mainz University, the reasons for

Germany's low birth rate includes poor childcare, a school day that ends at 1 p.m., and old-fashioned attitudes among employers. In addition, many German women are already in their mid-thirties when they finish university and get a good job.

Ms von der Leyen, a mother of seven, says that another difficulty is that some women cannot find a suitable man. 'Uncertain' men (who are unsure about becoming fathers) are also responsible for the low birth rate, she claims.

The minister has developed a plan to encourage people to have more children. First of all, if parents need private childcare, they will get help from the government, by paying less tax.

Secondly, families will get up to 1,800 euros a month from the government if men stay at home for two months after the birth of a new child.

But some men, even in the minister's own political party, are unhappy with this idea. Professor Schneider says that in Germany it is acceptable for women to take time off to have children. However, if a man takes time off work to look after a new child, his career will be over. The typical family picture is very much alive in Germany, he said. Women look after the children while men go out to work.

Question 8. What is the organisation of the text? Put these topics in order (1-4).

- A) reasons for the low birth rate ____
- B) possible solutions to the problem ____
- C) reaction to the possible solutions ____
- D) facts about the low birth rate ____

Questions 9-13. Read the text again. Are these sentences true or false? Correct any false sentences.

1. Only 40% of German female graduates have had children.
2. German women have an average of 1.37 children.
3. Few parents have more than one child.
4. A university professor believes that German employers do not have modern attitudes.
5. The government will pay each parent 1.800 euros a month so the father can take time off work.

Ms von der Leyen's ideas are not popular with everyone.

Fatherhood Today

Read the text and complete the tasks.

Modern men see fatherhood as their biggest life-changing experience and desperately want to be 'hands on' during the pregnancy and the upbringing of their child. The days of fatherhood being limited to discipline and breadwinning look to be long gone, as a third of today's dads say they would even consider leaving work to take on the role of full-time father. But despite being anxious about the birth of their child, men are more worried about money than losing their freedom.

The results of Pregnancy & Births magazine's annual fatherhood survey reveal the respect with which many men now regard the role of fatherhood. More than 2,000 couples across the UK, who were expecting their first or second child were asked about their feelings. According to 98% of the fathers-to-be, they believe fatherhood will make them happy and 90% say it is their biggest 'life-changing event ever'. It seems that men are taking child rearing seriously, wanting to be 'hands on' both before and after the birth. Nine out of ten dads-to-be attend scans and check-ups; only 2% of the men surveyed would not be at the birth because they "could not face it". Eight out of 10 women say their partner is more caring during the pregnancy and 83% of men would rather stay in with their partner than go out with some friends. 72% of men say they will take the two-week paternity leave at J100 a week. And a further 77% say they wish they could have more time off to bond with their baby.

More than half of the men questioned, however, still think that the mother should take time off work if the child is ill, but 39% said they would share it jointly. Modern fathers-to-be are also more likely to be engaged in the chores of life compared to decades ago: almost half of them do more of the housework, 41% do more meal preparation and a third shop more. The role of child rearing has changed dramatically over the past 50 years and more men would consider leaving work to raise their child. A third of men say they would be prepared to be a full-time stay-at-home dad, another third would like to work part-time while the rest wish to continue with work.

Dr. Maureen Marks, a specialist psychiatrist on fathers and their changing roles, does not believe the sample survey is wide enough. But she agrees that men's parental roles have changed dramatically. Dr. Marks,

a senior lecturer at the Institute of Psychiatry, King's College London, said, "Generally speaking, men are more able to be involved. As women work more they are not totally dependent on their husbands for money so the roles are less rigid." She believes that although the roles have been modified biological differences are important. "Women are the ones who carry the child and breast-feed. In those early days, however involved the father might be, they miss that connection" she said. She says men make up for this when the child is old enough to be played with. "Men are much more active when they are playing with their children and encourage their sociability, but when children want comforting or soothing they go to their mother."

Dr. Marks sees the modern parenting role as harmonious where both parents play to their strengths.

Tom Beardshaw, from Fathers Direct, believes these results confirm society's changing views on fatherhood. He said, "This confirms the equal opportunities research which shocked a lot of people by how much fathers want to get involved. There are historical changes such as women working more, and also cultural role models, such as Jude Law, who show that being a proud father is not a wimpish attribute.

Questions 1-5. Decide which answer is correct (A, B or C).

1. A number of modern fathers
 - A) are afraid of not being able to raise a child.
 - B) are prepared to sacrifice careers for their family.
 - C) think fatherhood provides discipline in their lives.
2. Men today
 - A) do not want to attend the birth of their children.
 - B) take an active part in pre-natal care.

- C) wish they could afford to have leave when a child is born.
3. If a child is ill, most of the men questioned said
 - A) either partner could stay with the child.
 - B) the mother of the child should take time off work.
 - C) they would stay off work themselves.
4. Dr. Marks
 - A) has certain reservations about carrying out the survey.
 - B) says parental behaviour patterns have changed for financial reasons.
 - C) thinks both parents should be equally involved in the first weeks of the child's life.
5. Tom Beardshaw says
 - A) modern parents provide new role models.
 - B) society still thinks that a positive attitude to fatherhood is a sign of weakness.
 - C) the results of this survey are the first findings of this type.

Black and British

Today in Britain...friends

In most parts of today's Britain, racism is not part of ordinary life. Most people do not judge other people by the colour of their skin. Groups like the British National Party are very marginal, and do not usually win any elections. The ugliest forms of racism, at least, have been rejected; and while Britain's Blacks still have many forms of prejudice to fight against, vicious racism is not usually one of them.

Nonetheless, although Black and White communities live side by side in most British cities, and there are not usually visible tensions

between ordinary people, from time to time serious racist incidents take place.

The most notorious of these concerned a black teenager called Stephen Lawrence, gratuitously murdered in 1993 by a gang of white youths as he waited at a bus stop. Almost every week, racist incidents are reported in the media, somewhere in Britain. Perhaps, in a population of almost 60 million people, that is inevitable, even in a country where the vast majority of people claim that they are not racially prejudiced.

Yet there are two sorts of racism: visible racism, and invisible racism.

Many black people in Britain feel that they are regularly discriminated against in invisible ways. Unemployment is higher among Blacks than among Whites, and Blacks do not do as well at school as Whites - often because the schools that they go to do not have high academic reputations. (Asians, on the other hand, people from India, Pakistan or China, tend to do better than White pupils).

Black community leaders frequently complain about racism in the police, and unfortunately, some of their complaints are justified. In 1999, an official report into the (London) Metropolitan Police (the "Met"), following the murder of Stephen Lawrence, stated that "institutional racism" was widespread throughout the police service.

Since then, the Met and other police forces in Britain have introduced tough programmes to try to stop this form of invisible - though sometimes visible - racism. Though there has been no serious violence in Black districts of British cities for over twenty years, people have not forgotten the violence that occurred in several British cities in the 80's. Even today, there is often tension just under the surface in places like Brixton, London,

where poverty, unemployment and other social problems are high, and confidence in the police is very low.

Plenty of projects have been started, to provide jobs and training to young Blacks in the poorest parts of the cities. Some have been very successful, and lots of

Black teenagers do well at school, then go to university or do something else interesting, and become successful. They are, nevertheless, in a minority. Most Blacks in Britain today still live in the cities, or in the poorer districts of small towns. Sixty years after the first Afro - Caribbeans were first invited to come and work in Britain, only a small minority of Britain's Black community have really integrated into the mainstream of society.

Youth and Race

Generally speaking, young Blacks and young Whites get on together better than their parents' generation. A recent survey of teenage attitudes showed that 70% of British teenagers consider themselves to have "no racial prejudice at all", while only 2% admit to being racially prejudiced. The rest admit to being slightly prejudiced. There are several reasons for this.

Firstly, today's youth are growing up together, in a society which is much more multi-racial than it was in the past. Many, if not most British people aged over sixty never sat in a school classroom with people from different races; today, on the contrary, there are few secondary schools in Britain that do not have at least a few Black or Asian pupils. Today's British teenagers, whether they are Black, White or anything else, share a large degree of common experience. They have been through the same school system, they eat the same food, they watch the same television, and

to a large extent, they like the same music. In short, most young people in Britain today share a similar - though certainly not identical - culture, whatever the colour of their skin. Hopefully, that can only result in even better race relations among future generations.

Equal Opportunities?

In America in 2014, the President is black. Black policemen are fairly common: so are black politicians, black mayors, black Marines, and to a lesser extent, black businessmen.

In Britain however, there are still many professions in which Blacks have not yet managed to make much progress.

Although Blacks and Asians make up over 14% of the population of London and about 8% of the total British population, you won't often see a black policeman, or a black Royal Marine. For many reasons, Blacks have found it hard to enter a number of professions; and once in these professions, they often find it harder to get promoted than white people.

In 1981 40% of Britain's Whites worked in professional, managerial or clerical jobs, only 13% of Blacks held similar jobs.

Blacks do, nevertheless, hold some important positions in British life; in the media, the most trusted TV newsreader is Trevor McDonald, the former anchor of ITV's popular "News at Ten" programme; and on the BBC, Moira Stewart, also black, was one of the most popular newsreaders.

Many British employers now officially label themselves "Equal Opportunities Employers"; police forces are trying hard to recruit more black officers, and the number of black doctors and lawyers is slowly but steadily rising, as a growing - though still relatively small - proportion of black teenagers go on to university, and qualify for better jobs.

In 2009 there were five Black MP's in the House of Commons, including David Lammy. Lammy, who was Minister for higher education, was brought up as a child in a poor quarter of London. Some people say that he is one of the brightest MP's in the Labour Party and possibly Britain's first black Prime Minister... could we say Britain's Barak Obama?

Black Music

Black music has done more than most things to bring Black and White cultures together. Almost the whole of today's rock and pop music has its roots in Black music: rock 'n' roll, the base of today's pop, developed out of the jazz and rhythm 'n' blues of Black America. England's Blacks, however, have added their own specific contribution to contemporary pop music, in particular through reggae music, the music of the West Indies.

Reggae came to England in the late 60's through an innovative record company called Island Records. Island soon helped lots of Black bands from the West Indies and from Britain, led by Bob Marley, to become popular with British youth of all backgrounds. Other record companies soon followed and began signing up other Black bands.

Before long, Black British musicians were regularly finding themselves in the Top Ten, while white bands played more and more "black" music, and an increasing number of bands recruited musicians regardless of their colour.

Today, the world of music is one of the ways that young British Blacks dream of as a route to success. The band Sugarbabies - two black, one white - is the most successful British girl group of the 21st century - so far. Only a very small minority succeed, of course, in reaching the top, but in the world of music, as in the world of sport, the doors to success are

certainly open. More importantly though, the virtual absence of "race" as an issue in most sectors of the music industry today (in Britain at least) has helped to bring young people of all colours together in a common culture and a common heritage that all recognize as their own.

Sport

Sport is another sector in which black British stars have done a lot to improve race relations. When, in the 1980's, the first black footballers were signed up by top British football clubs, they met serious discrimination and sometimes hostility from the fans. Since then, most clubs have tried hard to eliminate racism from the game, and generally they have succeeded.

Today, with all but a bigoted minority of fans, Britain's great black footballers enjoy the same status as their white team-mates. The same is true in athletics; and everyone in Britain knows that without its black athletes, Britain would have brought back a less distinguished collection of medals from recent Olympic Games.

Questions 1-4. Which of these statements are true, and which are false?

1. Rock 'n' roll started in the West Indies. T / F
2. Bob Marley recorded with Island Records. T / F
3. Music is one of the easiest ways for young black people to achieve success in Britain. T / F
4. Race is not usually an issue in the music industry. T / F

Questions 5-9. Read the text below. Match choices (A—H) to (1—5). There are three choices you do not need to use.

Why You Should Be Tolerant of Others

(1) _____

Tolerance is mainly known as a willingness to accept others and their beliefs, even if you don't necessarily agree with them. That's why tolerance is often used in terms of religion ("I don't agree with his beliefs, but I'm tolerant of them".) but I like to think of it more broadly.

When I'm stuck on a train beside someone, that's driving me nuts, I don't want to cause a scene by telling them to shut up and find a new seat. When I'm at a family gathering being bombarded by stories that I've already heard at the last five family gatherings, I don't want to upset my relatives by being rude. I want to be tolerant of others and still keep my sanity.

Here are a few tips that can help you to be more tolerant of others.

(2) _____

It's really easy to blow someone off as soon as they strike up a conversation with you — almost like you're mentally rolling your eyes even though you're nodding politely. For once, listen to what they're saying — really listen. Don't be put off by their appearance or the fact that someone else told you they're weird a little. Listen to them, at least for a while — we all want to be heard.

(3) _____

Now that you're listening to someone, resist the urge to totally discount what they're saying because it sounds "funny" or "weird" to you. If you're not totally sure about the point they're trying to make, ask them questions. Try to understand what they're telling you — maybe they aren't getting their point across as clearly as they think they are.

(4) _____

You might not agree with the person and their beliefs or opinions, and that's okay. We're all different. That definitely doesn't mean you have to become best buddies and switch over to their way of thinking, but once you accept that it's okay to "agree to disagree" it should be a lot easier to have discussions with people.

(5) _____

Yeah, it can be, sometimes. Although becoming more tolerant of others will allow you to get out of your comfort zone and possibly expand your social circle, you might realize that you really enjoy someone's company — someone that you would have avoided if you hadn't tried to listen to them and understand them.

- A) Always Have a Plan
- B) Agree to Disagree
- C) Listen Carefully Without Jumping to Conclusions
- D) What is Tolerance?
- E) Tolerance and Patience
- F) Is It Enjoyable to Be Tolerant?
- G) Lack of Tolerance
- H) Try to Understand the Other Person's Point of View

TESTS

Read the text below. For questions (1-10) choose the correct answer (A, B, C, D). Write your answers on the separate answer sheet.

A First Time for Everybody

Joe stepped onto the aeroplane and was met by one of the cabin crew who showed him to his seat. This was his first flight and he was feeling quite nervous. His hands were (1) _____ slightly and he was

breathing deeply. He walked along the (2) _____ of the plane and found his seat. Joe had spent a lot of time (3) _____ planning his holiday; given this was the first time he had been abroad. Sitting next to him was an 8 year-old-boy who also 4) _____ to be quite nervous. Joe knew he was quite good (5) _____ children, so he decided to try to calm the boy. After (6) _____ with the boy for a few minutes, Joe produced some chocolate and gave it to him. The (7) _____ then became quite cheerful as he explained that he loved chocolate (8) _____ much.

The man and the boy found that they (9) _____ well together as they chatted for the whole flight. Joe discovered that they were on the same return flight the following week, which pleased them both. When they (10) _____ at the terminal, Joe commented about what a very good flight he'd had. The young boy agreed, saying that he was looking forward to catching up Joe again on the return flight.

1	A	moving	B	trembling	C	jumping	D	rattling
2	A	corridor	B	path	C	lane	D	aisle
3	A	with	B	to	C	on	D	at
4	A	was	B	appeared	C	sat	D	showed
5	A	at	B	for	C	with	D	by
6	A	conversing	B	discussing	C	debating	D	negotiating
7	A	young	B	youth	C	juvenile	D	youngster
8	A	too	B	extremely	C	so	D	absolutely
9	A	got on	B	were	C	got to	D	got so
10	A	disembarked	B	took off	C	left	D	boarded

Read and complete the text below. For each of the empty space (1-10) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Happiness

In recent years there has been a remarkable increase in (1) _____ into happiness. The researchers have (2) _____ a number of factors which contribute to a definition of happiness.

First of all, there is, in some people, a moderate genetic predisposition to be happy: in other words, happiness (3) _____ in families. And happiness seems to correlate quite (4) _____ with the main dimensions of personality: extroverts are generally happier, neurotics are less so.

Second, people often (5) _____ good social relations as a reason for their happiness. In particular, friends are a great (6) _____ of joy, partly because of the agreeable things they do together, partly because of the way friends use positive non-verbal (7) _____, such as caressing and touching, to affirm their friendship. Marriage and similar (8) _____ relationships can also form the basis of lasting happiness.

Third, job satisfaction undoubtedly (9) _____ overall satisfaction, and vice versa – perhaps this is why some people are happy in boring jobs: it (10) _____ both ways. Job satisfaction is caused not only by the essential nature of the work, but also social interactions with co-workers.

4	strongly	nearly	firmly	hardly
5	explain	prefer	talk	report
6	meaning	origin	base	source
7	movements	motions	slogans	signals
8	near	close	tight	heavy
9	consists of	applies to	contributes to	counts on
10	works	effects	makes	turns

	A	B	C	D
1	research	inquiry	examination	study
2	fallen back on	gone in for	got down to	come up with
3	arrives	runs	goes	descends

EDUCATION

Ways of Learning

Read the text and complete the tasks.

Task 1. What advice would be useful for someone who wants to read more effectively? In small groups, discuss which of these pieces of advice you would give.

- 1) First decide why you're reading the text.
- 2) Always read a text in full.
- 3) Read the title to find out what the text is about.
- 4) Ask other people questions about the subject.
- 5) Look for the main information in the last sentence of each paragraph.
- 6) Copy the most important parts of the text.

Task 2. The following advice was given by a university, to help students to read books and academic papers more effectively. Read it and decide which of the above six pieces of advice it includes.

As a student you'll need to read a great many articles, books and texts on the Internet, so make sure you can do it effectively. Before you start reading, decide what your purpose is. Then you should choose the most suitable 5 reading method. For instance, if you need to find something specific, such as information about a particular person or topic, scan the text until you find the person's name or a mention of the topic, then readjust the relevant section. Scanning is the most rapid form of reading.

If you need to find out the main theme and ideas of the text, you'll need to read more of it. First spend two or three minutes looking at the

title, subheadings, introduction and summary, if there is one. Write down the questions that you want answers to, for example, Why did such-and-such happen? or What was the result of such-and-such an event? Then read the first sentence of each paragraph: if it's relevant, read the rest of the paragraph. Otherwise go on to the next. Also use the writer's linking phrases as a guide, words like the first point, however, to sum up, and so on.

Above all, interact with what you're reading. Work out how it relates to what you already know. Make sure you can follow the writer's thought processes. Make notes about the topic, using your own words rather than copying what you have read.

Reading effectively means using your brain – simply moving your eyes across the words is a waste of time!

Task 3. These words and phrases paraphrase words in the passage which are more suitable for academic writing. Find the words in the passage. They appear in the same order.

- 1) understanding _____
- 2) the reason for doing something _____
- 3) a way of doing something _____
- 4) particular _____
- 5) connected with what you are interested in _____
- 6) the name of a book, article, etc. _____
- 7) is connected _____

Task 4. Complete each sentence with a word from Task 3.

- 1) There is more than one _____ of reading, and the best one depends on what you intend to gain from that book or article.
- 2) The _____ usually indicates what a book is about.

3) If you need _____ information, it may help to scan the text for it.

4) The _____ of reading a textbook is usually to get information.

5) _____, particularly when reading in a foreign language, requires mental effort by the reader.

Task 5. In small groups, discuss what's important for effective learning at university or college, for example:

- the number of students
- the ability of the teachers
- activities during lessons
- equipment and facilities
- whether all the students have a similar knowledge of the subject.

Universities in Britain

Read the text and complete the tasks.

A) Today in Britain there are 124 state universities, but only one private university – the University of Buckingham. Before the 19th century there were only six universities: Oxford, Cambridge, Aberdeen, Edinburgh, Glasgow and St Andrews. Universities were usually linked to the Church and were established between the 13th and 15th centuries. They often have good reputations, beautiful old buildings, traditions and usually offer a wide range of courses.

B) A number of universities were established in the 19th and early 20th centuries as a result of the industrial revolution and they began training highly skilled people for industry. These universities were

generally established in major industrial centres such as Birmingham, Manchester, Newcastle and other big cities. Sometimes called modern or civic universities, these universities have the advantage of well-established libraries, academic specialities and accommodation that is close to campus. These universities are often able to provide accommodation for all first-year students.

C) A number of new universities were established in the 1960s when children born after World War II entered the higher education system. The government decided to expand higher education to educate these students. The advantage of these universities is that they are well planned and most of the living and teaching facilities are on campus.

D) Before 1992, higher education in the UK was split into polytechnics and universities. The polytechnics provided skilled people for the industries situated in their region - they focused on vocational and professional subjects. For many years, polytechnics didn't have the same influence as universities. However, by 1992, educational standards in polytechnics were as good as universities and many became universities. Many of these universities also offer diploma courses.

E) These universities are made of several smaller colleges which come together to form a single university under a senate committee. There are only seven of these institutions in the UK - London University, Oxford and Cambridge are examples. Specialist colleges offer a range of courses in one discipline - for example agriculture, music, design or medicine. Some of these colleges may only offer postgraduate programmes. These colleges are usually small, with a limited number of students.

F) Universities have different locations. The older universities often have teaching facilities and student accommodation situated close

together. Students in these usually socialise in a particular part of the city and there is a strong sense of community despite being in a large city. Some city campuses are situated on the outskirts of the city. These very often have the space to provide sports facilities and accommodation. They are also close enough to the city for students to enjoy city life. Some universities, notably Oxford and Cambridge, have a collegiate structure - that is, students are members of colleges within the university. These colleges are the centre of social life and academic life. Academic staff usually live at the college, and students and staff enjoy easy relationships.

Questions 1-6. The Reading Passage has six paragraphs A-F. Choose the correct heading for each paragraph from the list of headings below.

- i Campus types
- ii Old universities
- iii Universities during the industrial revolution
- iv University colleges
- v Rising standards in higher education
- vi The second expansion
- vii Former polytechnics

Questions 7-10. Answer the questions below with words taken from the Reading Passage. Use **NO MORE THAN THREE WORDS** for each answer.

7. Why were several universities established during the 19th and 20th centuries?
8. What did the government decide to do in the 1960s?
9. What qualification do many former polytechnics provide?
10. What are colleges the centre of?

Questions 11-16. Classify the following descriptions as referring to

OU (old universities)

CU (civic universities)

NU (new universities)

FP (former polytechnics)

UC (university colleges)

NB You may use any answer more than once.

11. have accommodation and educational facilities on campus.
12. provide various courses on a single subject.
13. have lecturers and students living in the same place.
14. were linked to religious institutions.
15. were built in growing cities.
16. offer diploma courses.

Cheating and Plagiarism

Read the text and complete the tasks.

Students are responsible for familiarising themselves with the University Code of Student Conduct, as on enrollment with the University the students have placed themselves under the policies and regulations of the University and all of its duly constituted bodies. Disciplinary authority is exercised through the Student Conduct Committee. The Committee has procedures in place for hearing allegations of misconduct. Copies of the student conduct code are available at the Student Services Office.

Academic dishonesty is never condoned by the University. This includes cheating and plagiarism, which violate the Student Conduct Code and could result in expulsion or failing the course.

Cheating includes but is not limited to obtaining or giving unauthorized help during an examination, getting unauthorized information about the contents of an examination before it is administered, using unauthorised sources of information during an examination, altering or falsifying the record of any grades, altering or supplying answers after an examination has been handed in, falsifying any official University record, and misrepresenting the facts to get exemptions from or extensions to course requirements.

Plagiarism includes but is not limited to submitting any paper or other document, to satisfy an academic requirement, which has been copied either in whole or in part from someone else's work without identifying that person; failing to identify as a quotation a documented idea that has not been thoroughly assimilated into the student's language and style, or paraphrasing a passage so closely that the reader could be misled as to the source; submitting the same written or oral material in different courses without obtaining authorisation from the lecturers involved; or 'dry-labbing', which includes obtaining and using experimental data from fellow students without the express consent of the lecturer, utilizing experimental data and laboratory write-ups from other parts of the course or from previous terms during which the course was conducted, and fabricating data to fit the expected results.

Questions 1-8. Do the following statements agree with the information given in Reading Passage?

True if the statement agrees with the information

False if the statement contradicts the information

Not given if there is no information about this in the passage

1. The Student Services Office familiarises students with the student code.

2. Cheats will automatically be expelled because their behaviour cannot be condoned.

3. The text lists all activities that are considered to be cheating.

4. According to the text, cheating is a more serious offence than plagiarism.

5. It is never acceptable to paraphrase closely.

6. Students can submit the same work in different courses as long as they ask their lecturer and it is not their own.

7. If students want to use other students' laboratory data, they must ask them and the lecturer first.

8. Data must fit the expected results.

Declining standards of literacy

Read the text and complete the tasks.

A) There is a great concern in Europe and North America about declining standards of literacy in schools. In Britain, the fact that 30 per cent of 16 year olds have a reading age of 14 or less has helped to prompt massive educational changes. The development of literacy has far-reaching effects on general intellectual development and thus anything which impedes the development of literacy is a serious matter for us all. So the hunt is on for the cause of the decline in literacy. The search so far has focused on socio-economic factors, or the effectiveness of 'traditional' versus 'modern' teaching techniques.

B) The fruitless search for the cause of the increase in illiteracy is a tragic example of the saying 'They can't see the wood for the trees'. When

teachers use picture books, they are simply continuing a long-established tradition that is accepted without question. And for the past two decades, illustrations in reading primers have become increasingly detailed and obtrusive, while language has become impoverished - sometimes to the point of extinction.

C) Amazingly, there is virtually no empirical evidence to support the use of illustrations in teaching reading. On the contrary, a great deal of empirical evidence shows that pictures interfere in a damaging way with all aspects of learning to read. Despite this, from North America to the Antipodes, the first books that many school children receive are totally without text.

D) A teacher's main concern is to help young beginner readers to develop not only the ability to recognise words, but the skills necessary to understand what these words mean. Even if a child is able to read aloud fluently, he or she may not be able to understand much of it: this is called 'barking at text'. The teacher's task of improving comprehension is made harder by influences outside the classroom. But the adverse effects of such things as television, video games, or limited language experiences at home, can be offset by experiencing 'rich' language at school.

E) Instead, it is not unusual for a book of 30 or more pages to have only one sentence full of repetitive phrases. The artwork is often marvelous, but the pictures make the language redundant, and the children have no need to imagine anything when they read such books. Looking at a picture actively prevents children younger than nine from creating a mental image, and can make it difficult for older children. In order to learn how to comprehend, they need to practise making their own meaning in

response to text. They need to have their innate powers of imagination trained.

F) As they grow older, many children turn aside from books without pictures, and it is a situation made more serious as our culture becomes more visual. It is hard to wean children off picture books when pictures have played a major part throughout their formative reading experiences, and when there is competition for their attention from so many other sources of entertainment. The least intelligent are most vulnerable, but tests show that even intelligent children are being affected. The response of educators has been to extend the use of pictures in books and to simplify the language, even at senior levels. The Universities of Oxford and Cambridge recently held joint conferences to discuss the noticeably rapid decline in literacy among their undergraduates.

G) Pictures are also used to help motivate children to read because they are beautiful and eye-catching. But motivation to read should be provided by listening to stories well read, where children imagine in response to the story. Then, as they start to read, they have this experience to help them understand the language. If we present pictures to save children the trouble of developing these creative skills, then I think we are making a great mistake.

H) Academic journals ranging from educational research, psychology, language learning, psycholinguistics, and so on cite experiments which demonstrate how detrimental pictures are for beginner readers. Here is a brief selection:

I) The research results of the Canadian educationalist Dale Willows were clear and consistent: pictures affected speed and accuracy and the closer the pictures were to the words, the slower and more inaccurate the

child's reading became. She claims that when children come to a word they already know, then the pictures are unnecessary and distracting. If they do not know a word and look to the picture for a clue to its meaning, they may well be misled by aspects of the pictures which are not closely related to the meaning of the word they are trying to understand.

J) Jay Samuels, an American psychologist, found that poor readers given no pictures learnt significantly more words than those learning to read with books with pictures. He examined the work of other researchers who had reported problems with the use of pictures and who found that a word without a picture was superior to a word plus a picture. When children were given words and pictures, those who seemed to ignore the pictures and pointed at the words learnt more words than the children who pointed at the pictures, but they still learnt fewer words than the children who had no illustrated stimuli at all.

Questions 1-4 Choose the appropriate letters A-D.

1. Readers are said to 'bark' at a text when...

- A) they read too loudly.
- B) there are too many repetitive words.
- C) they are discouraged from using their imagination.
- D) they have difficulty assessing its meaning.

2. The text suggests that...

- A) pictures in books should be less detailed.
- B) pictures can slow down reading progress.
- C) picture books are best used with younger readers.
- D) pictures make modern books too expensive.

3. University academics are concerned because ...

- A) young people are showing less interest in higher education.

B) students cannot understand modern academic texts.

C) academic books are too childish for their undergraduates.

D) there has been a significant change in student literacy.

4. The youngest readers will quickly develop good reading skills if they ...

A) learn to associate the words in a text with pictures.

B) are exposed to modern teaching techniques.

C) are encouraged to ignore pictures in the text.

D) learn the art of telling stories.

Questions 5-8. Do the following statements agree with the information given in Reading Passage?

YES if the statement agrees with the information

NO if the statement contradicts the information

NOT GIVEN if there is no information about this in the passage

5. It is traditionally accepted that children's books should contain few pictures.

6. Teachers aim to teach both word recognition and word meaning.

7. Older readers are having difficulty in adjusting to texts without pictures.

8. Literacy has improved as a result of recent academic conferences.

Questions 9-12. Reading Passage has ten paragraphs, A-J. Which paragraphs state the following information?

NB There are more paragraphs than summaries, so you will not use them all.

9. The decline of literacy is seen in groups of differing ages and abilities.

10. Reading methods currently in use go against research findings.

11. Readers able to ignore pictures are claimed to make greater progress.

12. Illustrations in books can give misleading information about word meaning.

Question 13. From the list below choose the most suitable title for the whole of Reading Passage.

- A) The global decline in reading levels
- B) Concern about recent educational developments
- C) The harm that picture books can cause
- D) Research carried out on children's literature
- E) An examination of modern reading styles

A Silent Force

Read the text and complete the tasks.

A) There is a legend that St Augustine in the fourth century AD was the first individual to be seen reading silently rather than aloud, or semi-aloud, as had been the practice hitherto. Reading has come a long way since Augustine's day. There was a time when it was a menial job of scribes and priests, not the mark of civilization it became in Europe during the Renaissance when it was seen as one of the attributes of the civilized individual.

B) Modern nations are now seriously affected by their levels of literacy. While the Western world has seen a noticeable decline in these areas, other less developed countries have advanced and, in some cases, overtaken the West. India, for example, now has a large pool of educated workers. So European countries can no longer rest on their laurels as they

have done for far too long; otherwise, they are in danger of falling even further behind economically.

C) It is difficult in the modern world to do anything other than a basic job without being able to read. Reading as a skill is the key to an educated workforce, which in turn is the bedrock of economic advancement, particularly in the present technological age. Studies have shown that by increasing the literacy and numeracy skills of primary school children in the UK, the benefit to the economy generally is in billions of pounds. The skill of reading is now no more just an intellectual or leisure activity, but rather a fully-fledged economic force.

D) Part of the problem with reading is that it is a skill which is not appreciated in most developed societies. This is an attitude that has condemned large swathes of the population in most Western nations to illiteracy. It might surprise people in countries outside the West to learn that in the United Kingdom, and indeed in some other European countries, the literacy rate has fallen to below that of so-called less developed countries.

E) There are also forces conspiring against reading in our modern society. It is not seen as cool among a younger generation more at home with computer screens or a Walkman. The solitude of reading is not very appealing. Students at school, college or university who read a lot are called bookworms. The term indicates the contempt in which reading and learning are held in certain circles or subcultures. It is a criticism, like all such attacks, driven by the insecurity of those who are not literate or are semi-literate. Criticism is also a means, like all bullying, of keeping peers in place so that they do not step out of line. Peer pressure among young

people is so powerful that it often kills any attempts to change attitudes to habits like reading.

F) But the negative connotations apart, is modern Western society standing Canute-like against an uncontrollable spiral of decline? I think not.

G) How should people be encouraged to read more? It can easily be done by increasing basic reading skills at an early age and encouraging young people to borrow books from schools. Some schools have classroom libraries as well as school libraries. It is no good waiting until pupils are in their secondary school to encourage an interest in books; it needs to be pushed at an early age. Reading comics, magazines and lowbrow publications like Mills and Boon is frowned upon. But surely what people, whether they be adults or children, read is of little import. What is significant is the fact that they are reading. Someone who reads a comic today may have the courage to pick up a more substantial tome later on.

H) But perhaps the best idea would be to stop the negative attitudes to reading from forming in the first place. Taking children to local libraries brings them into contact with an environment where they can become relaxed among books. If primary school children were also taken in groups into bookshops, this might also entice them to want their own books. A local bookshop, like some local libraries, could perhaps arrange book readings for children which, being away from the classroom, would make the reading activity more of an adventure. On a more general note, most countries have writers of national importance. By increasing the standing of national writers in the eyes of the public, through local and national writing competitions, people would be drawn more to the printed word.

Catch them young and, perhaps, they just might then all become bookworms.

Questions 1-7. Reading Passage has eight paragraphs labelled A-H. Choose the most suitable heading for each paragraph from the list of headings below. Any heading may be used more than once.

Example: Paragraph H – Answer vii

Note: There are more headings than paragraphs, so you will not use all of them.

List of Headings

- i Reading not taken for granted
- ii Taking children to libraries
- iii Reading: the mark of civilization
- iv Reading in St Augustine's day
- v A large pool of educated workers in India
- vi Literacy rates in developed countries have declined because of people's attitude
- vii Persuading people to read
- viii Literacy influences the economies of countries in today's world
- ix Reading benefits the economy by billions of pounds
- x The attitude to reading amongst the young
- xi Reading becomes an economic force
- xii The writer's attitude to the decline in reading

Questions 8-12. Do the following statements agree with the information given in Reading Passage?

- | | |
|-----|--|
| YES | if the statement agrees with the writer's claims |
| NO | if the statement contradicts the writer's claims |

NOT GIVEN if there is impossible to say what the writer thinks about this

Example Answer:

According to legend, St Augustine was the first person to be seen reading silently. Yes

8. European countries have been satisfied with past achievements for too long and have allowed other countries to overtake them in certain areas.

9. Reading is an economic force.

10. The literacy rate in less developed nations is considerably higher than in all European countries.

11. If you encourage children to read when they are young the negative attitude to reading that grows in some subcultures will be eliminated.

12. People should be discouraged from reading comics and magazines.

Practical intelligence lends a hand

Read the text and complete the tasks.

Dr Rajendra Persaud explains how practical intelligence is linked to success.

This year, record numbers of high school students obtained top grades in their final exams, yet employers complain that young people still lack the basic skills to succeed at work. The only explanation offered is that exams must be getting easier. But the real answer could lie in a study just published by Professor Robert Sternberg, an eminent psychologist at Yale University in the USA and the world's leading expert on intelligence.

His research reveals the existence of a totally new variety: practical intelligence.

Professor Sternberg's astonishing finding is that practical intelligence, which predicts success in real life, has an inverse relationship with academic intelligence. In other words, the more practically intelligent you are, the less likely you are to succeed at school or university. Similarly, the more paper qualifications you hold and the higher your grades, the less able you are to cope with problems of everyday life and the lower your score in practical intelligence.

Many people who are clearly successful in their place of work do badly in standard IQ (academic intelligence) tests. Entrepreneurs and those who have built large businesses from scratch are frequently discovered to be high school or college drop-outs. IQ as a concept is more than 100 years old. It was supposed to explain why some people excelled at a wide variety of intellectual tasks. But IQ ran into trouble when it became apparent that some high scorers failed to achieve in real life what was predicted by their tests.

Emotional intelligence (EQ), which emerged a decade ago, was supposed to explain this deficit. It suggested that to succeed in real life, people needed both emotional as well as intellectual skills. EQ includes the abilities to motivate yourself and persist in the face of frustrations; to control impulses and delay gratification; to regulate moods and keep distress from swamping the ability to think; and to understand and empathize with others. While social or emotional intelligence was a useful concept in explaining many of the real-world deficiencies of super intelligent people, it did not go any further than the IQ test in measuring

success in real life. Again, some of the most successful people in the business world were obviously lacking in social charm.

Not all the real-life difficulties we face are solvable with just good social skills, and good social acumen in one situation may not translate to another. The crucial problem with academic and emotional intelligence scores is that they are both poor predictors of success in real life. For example, research has shown that IQ tests predict only between 4% and 25% of success in life, such as job performance.

Professor Sternberg's group at Yale began from a very different position to traditional researchers into intelligence. Instead of asking what intelligence was and investigating whether it predicted success in life, Professor Sternberg asked what distinguished people who were thriving from those that were not. Instead of measuring this form of intelligence with mathematical or verbal tests, practical intelligence is scored by answers to real-life dilemmas such as: 'If you were travelling by car and got stranded on a motorway during a blizzard, what would you do?' An important contrast between these questions is that in academic tests there is usually only one answer, whereas in practical intelligence tests - as in real life - there are several different solutions to the problem.

The Yale group found that most of the really useful knowledge which successful people have acquired is gained during everyday activities – but typically without conscious awareness. Although successful people's behaviour reflects the fact that they have this knowledge, high achievers are often unable to articulate or define what they know. This partly explains why practical intelligence has been so difficult to identify.

Professor Sternberg found that the best way to reach practical intelligence is to ask successful people to relate examples of crucial

incidents at work where they solved problems demonstrating skills they had learnt while doing their jobs. It would appear that one of the best ways of improving your practical intelligence is to observe master practitioners at work and, in particular, to focus on the skills they have acquired while doing the job. Oddly enough, this is the basis of traditional apprentice training. Historically, the junior doctor learnt by observing the consultant surgeon at work and the junior lawyer by assisting the senior barrister.

Another area where practical intelligence appears to resolve a previously unexplained paradox is that performance in academic tests usually declines after formal education ends. Yet most older adults contend that their ability to solve practical problems increases over the years. The key implication for organizations and companies is that practical intelligence may not be detectable by conventional auditing and performance measuring procedures. Training new or less capable employees to become more practically intelligent will involve learning from the genuinely practically intelligent rather than from training manuals or courses.

Perhaps the biggest challenge is in recruitment, as these new studies strongly suggest that paper qualifications are unlikely to be helpful in predicting who will be best at solving your company's problems. Professor Sternberg's research suggests that we should start looking at companies in a completely different way - and see them as places where a huge number of problems are being solved all the time but where it may take new eyes to see the practical intelligence in action.

Questions 1-5. Choose the correct answer, A, B, C or D.

1. Professor Sternberg's study showed that

A) qualifications are a good indicator of success at work.

- B) education can help people cope with real-life problems.
 C) intelligent people do not always achieve well at school.
 D) high grades can indicate a lack of practical intelligence.
2. What is the 'deficit' referred to in the fourth paragraph?
 A) People with high IQ scores could not score well in EQ tests.
 B) EQ tests were unable to predict success at work.
 C) High IQ scores did not always lead to personal success.
 D) People with high ee scores could not cope with real life.
3. Professor Sternberg's research differed from previous studies because
 A) he used verbal testing instead of mathematics.
 B) he began by establishing a definition of intelligence.
 C) he analyzed whether intelligence could predict success in real life.
 D) he wanted to find out what was different about successful people.
4. Part of the reason why practical intelligence had not been identified before Professor Sternberg's study is that
 A) the behaviour of successful people had never been studied.
 B) successful people are too busy with their everyday lives.
 C) successful people cannot put their knowledge into words.
 D) successful people are unaware of their own abilities.
5. In order to increase the practical intelligence of employees, companies need to
 A) adopt an apprentice-style system.
 B) organise special courses.
 C) devise better training manuals.
 D) carry out an audit on all employees.

TESTS

Read and complete the text below. For each of the empty space (1-10) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

Education in Our Life

Education plays a very important role in our life. It is one of the (1) _____ valuable possessions a man can get in his life. During all the periods of human history education ranked (2) _____ among people. Human progress mostly depended (3) _____ well-educated people. Self-education is very important for the development of human's talents. Only through self-education a person (4) _____ become a harmonically developed personality. A person becomes a highly (5) _____ specialist after getting some special education. And professionalism can (6) _____ only through it. Even highly qualified specialists from time to time attend refresher courses to (7) _____ their knowledge. We get our knowledge of this world and life through education. Many famous discoveries would have been impossible if people were not (8) _____ in learning something. Education develops different sides of human personality, reveals his abilities. Besides, it helps a person to understand himself, to (9) _____ the right way in this world. The civilized state differs from others in the fact that it pays (10) _____ attention to the educational policy. John Kennedy said: "Our progress as a nation can be no swifter than our progress in education". So, education brings people closer to each other, helps them to understand each other better.

1. A greatly B more C very D most
2. A lot B mainly C high D lofty
3. A of B upon C from D at
4. A can B must C ought to D need
5. A qualify B qualified C qualifying D qualificatory
6. A be owned B be guided C be reached D be aimed
7. A anew B repeat C recover D refresh
8. A interesting B interested C fond D keen
9. A choose B pick up C select D elect
10. A lot B many C much D plenty

Read the text below. For questions (1-12) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

SCHOOL-LEAVING AGE SET TO RISE TO 18

The British government is soon to pass legislation that would raise the school-leaving (1) _____ to 18. The new plans will come into effect (2) _____ 2017. (3) _____ will have the choice of staying informal classroom education that covers academic lessons, or of receiving vocational training. It is the first major revision of the compulsory education age limit since 1972, when it went up to the present 16 years (4) _____. The government hopes the additional two years of schooling or training will (5) _____ the quality of young Britons and ensure more British youth to have qualifications or workplace skills. If successful, Britain may be able to boast the best (6) _____ and most highly trained school-leavers in the world, which is bound to have positive knock-on effects for industry and the economy.

Britain's Minister for Education Alan Johnson told The Times (7) _____ that it was "repellent that a youngster of 16 is not getting any training. He admitted his (8) _____ of the past, saying: "I regret not staying on in education... when I left school, there were loads of (9) _____ you could walk into without qualifications. That's not going to be the case in the future». The leader of (10) _____ teaching union Steve Sinnott agreed. He described the upcoming legislation as « inevitable. He warned: «We cannot afford to neglect those young people who currently (11) _____ school at 16 unprepared for the rigours and demands of life in the 21st century». Toby Ashford, a 16-year old student from London wasn't as enthusiastic. He complained that: «It is (12) _____ example of politicians trying to be Big Brother with young people».

	A	B	C	D
1	certificate	curriculum	grades	age
2	on	to	by	up
3	Teachers	Headmasters	Pupils	Ministers
4	old	elder	young	age
5	improve	better	worsen	mend
6	intelligent	educated	learn	disciplined
7	show	news	newspaper	school
8	mistakes	success	merits	advantages
9	jobs	employees	trade	skills
10	Britain	Britain's	Britains	Britains'
11	go	pass	enter	leave
12	other	others	other's	another

TOURISM

Some places to visit

Read the text and complete the task.

A) Beautiful Kingsley House was built in the 18th century, and all the rooms are decorated and furnished in the style of the time. They include the dining room, study and dressing room, which contains a display of 18th-century ladies' clothing. Our volunteer guides in each room bring the house to life with stories of the past.

B) The Africa Museum was founded 50 years ago, and to commemorate the event, we have chosen 50 treasures from the permanent collection and put them together to tell the fascinating story of that continent. This exhibition continues until the end of the year. The Folk Art Gallery opens to the public next month, exhibiting traditional paintings and other objects from all over Africa.

C) From the outside, 17 Mansfield Street may not look particularly exciting, but come inside, and you'll find yourself in a historic building that started life as a theatre, before becoming a bank and then a restaurant, which is still in operation. On Sundays and Mondays, when the restaurant is closed, a guide is available to show you round the building and its fascinating architectural features.

D) The Industrial Heritage Centre tells the fascinating story of a local family firm. Mr John Carroll started his engineering business in this building exactly 150 years ago. The firm closed in 1969, but the factory has been re-created, with machines like those that Mr Carroll was familiar with. See what working life could be like in the 19th century, a life far removed from the elegance of the wealthy.

E) The Fashion Museum has only just opened. It is home to an outstanding collection of more than 30,000 objects worn by men, women and children, dating from the 17th century to the present day. You'll see how people used to dress! As well as the permanent exhibits, you can currently see Dressing the Stars, which displays original costumes worn by the stars of many popular films.

F) Having spent the best part of two years being refurbished, the Mason Museum has recently opened its doors again. It provides a magnificent setting for its art collection and for the beautiful 18th-century furniture for which the Mason is famous. Open Mondays to Fridays 10-4, and weekends 10-6.

Questions 1-8. The text above has six descriptions of places to visit in the same city, A-F. Which description mentions the following information?

NB You may use any answer more than once.

1. clothes that well-known people have worn
2. a display that cannot be seen yet
3. people who talk in an entertaining way
4. the museum having just reopened
5. a building that has changed its function several times
6. furniture of the same kind that was used when the building was new
7. being open for tours on certain days of the week
8. a special event to mark an anniversary

Holidaymaking

Read the text and complete the tasks.

A) Tourism, holidaymaking and travel are these days more significant social phenomena than most commentators have considered. On the face of it there could not be a more trivial subject for a book. And indeed, since social scientists have had considerable difficulty explaining weightier topics, such as work or politics, it might be thought that they would have great difficulties in accounting for more trivial phenomena such as holidaymaking. However, there are interesting parallels with the study of deviance. This involves the investigation of bizarre and idiosyncratic social practices which happen to be defined as deviant in some societies but not necessarily in others. The assumption is that the investigation of deviance can reveal interesting and significant aspects of normal societies. It could be said that a similar analysis can be applied to tourism.

B) Tourism is a leisure activity which presupposes its opposite, namely regulated and organised work. It is one manifestation of how work and leisure are organised as separate and regulated spheres of social practice in modern societies. Indeed, acting as a tourist is one of the defining characteristics of being 'modern' and the popular concept of tourism is that it is organised within particular places and occurs for regularised periods of time. Tourist relationships arise from a movement of people to, and their stay in, various destinations. This necessarily involves some movement, that is the journey, and a period of stay in a new place or places. 'The journey and the stay' are by definition outside the normal places of residence and work and are of a short term and temporary nature and there is a clear intention to return 'home' within a relatively short period of time.

C) A substantial proportion of the population of modern societies engages in such tourist practices new socialised forms of provision have developed in order to cope with the mass character of the gazes of tourists as opposed to the individual character of travel. Places are chosen to be visited and be gazed upon because there is an anticipation especially through daydreaming and fantasy of intense pleasures, either on a different scale or involving different senses from those customarily encountered. Such anticipation is constructed and sustained through a variety of non-tourist practices such as films, TV literature, magazines records and videos which construct and reinforce this daydreaming.

D) Tourists tend to visit features of landscape and townscape which separate them off from everyday experience. Such aspects are viewed because they are taken to be in some sense out of the ordinary. The viewing of these tourist sights often involves different forms of social patterning with a much greater sensitivity to visual elements of landscape or townscape than is normally found in everyday life. People linger over these sights in a way that they would not normally do in their home environment and the vision is objectified or captured through photographs postcards films and so on which enable the memory to be endlessly reproduced and recaptured.

E) One of the earliest dissertations on the subject of tourism is Boorstin's analysis of the pseudo event (1964) where he argues that contemporary Americans cannot experience reality directly but thrive on pseudo events. Isolated from the host environment and the local people the mass tourist travels in guided groups and finds pleasure in inauthentic contrived attractions gullibly enjoying the pseudo events and disregarding the real world outside. Over time the images generated of different tourist

sights come to constitute a closed self-perpetuating system of illusions which provide the tourist with the basis for selecting and evaluating potential places to visit. Such visits are made says Boorstin, within the environmental bubble of the familiar American style hotel which insulates the tourist from the strangeness of the host environment.

F) To service the burgeoning tourist industry, an array of professionals has developed who attempt to reproduce ever-new objects for the tourist to look at. These objects or places are located in a complex and changing hierarchy. This depends upon the interplay between, on the one hand, competition between interests involved in the provision of such objects and, on the other hand changing class, gender, and generational distinctions of taste within the potential population of visitors. It has been said that to be a tourist is one of the characteristics of the modern experience. Not to go away is like not possessing a car or a nice house. Travel is a marker of status in modern societies and is also thought to be necessary for good health. The role of the professional, therefore, is to cater for the needs and tastes of the tourists in accordance with their class and overall expectations.

Questions 1-5. Reading Passage has 6 paragraphs (A-F). Choose the most suitable heading for each paragraph from the list of headings below. Paragraph D has been done for you as an example.

NB There are more headings than paragraphs, so you will not use all of them. You may use any heading more than once.

Example Answer: Paragraph D – ix

- i The politics of tourism
- ii The cost of tourism
- iii Justifying the study of tourism

- iv Tourism contrasted with travel
- v The essence of modern tourism
- vi Tourism versus leisure
- vii The artificiality of modern tourism
- viii The role of modern tour guides
- ix Creating an alternative to the everyday experience

Questions 6-10. Do the following statements agree with the views of the writer in Reading Passage?

- YES if the statement agrees with the writer
NO if the statement contradicts the writer
NOT GIVEN if it is impossible to say what the writer thinks about this

6. Tourism is a trivial subject.

7. An analysis of deviance can act as a model for the analysis of tourism.

8. Tourists usually choose to travel overseas.

9. Tourists focus more on places they visit than those at home.

10. Tour operators try to cheat tourists.

Questions 11-14. Choose one phrase (A-H) from the list of phrases to complete each key point below. The information in the completed sentences should be an accurate summary of points made by the writer.

NB There are more phrases A-H than sentences, so you will not use them all. You may use any phrase more than once.

11. Our concept of tourism arises from

12. The media can be used to enhance

13. People view tourist landscapes in a different way from

14. Group tours encourage participants to look at

List of Phrases

- A) local people and their environment.
- B) the expectations of tourists.
- C) the phenomena of holidaymaking.
- D) the distinction we make between holidays: work and leisure.
- E) the individual character of travel.
- F) places seen in everyday life.
- G) photographs which recapture our
- H) sights designed specially for tourists.

Domestic travel

Read the text and complete the tasks.

Have you ever travelled to another part of your country and stayed for a few days? Travel within one's own country is popular throughout the world. And, according to a survey carried out in Australia in 2002, travellers are tending to spend more and more money on their holidays.

The Domestic Tourism Expenditure Survey showed that domestic travellers – those travelling within the country – injected \$23 billion into the Australian economy in 2002. As a result, domestic tourism became the mainstay of the industry, accounting for 75 per cent of total tourism expenditure in Australia. International tourism, on the other hand, added \$7 billion to the economy. Overall, in present dollar terms, Australians spent \$7 billion more on domestic tourism in 2002 than they did when the first survey of tourist spending was completed in 1991.

Thus, tourism has become one of Australia's largest industries. The combined tourist industry now accounts for about 5 per cent of the nation's gross domestic product, compared with agriculture at 4.3 per cent and

manufacturing at 8 per cent. Tourism is therefore an important earner for both companies and individuals in a wide range of industries. For example, the transport industry benefits from the extra money poured into it. Hotels spring up in resort areas to provide accommodation, and the catering industry gains as tourists spend money in restaurants. The retail sector benefits as well, as many tourists use their holidays to shop for clothes, accessories and souvenirs.

In most countries, the land is divided into different political areas. Australia is divided into six states and two territories. Since people travel for different reasons, there are significant differences in the length of time people stay in different locations and in the amount they spend while there.

In 2002, Australian residents spent \$8.4 billion on day trips and almost twice that amount on trips involving at least one night away from home. In that year, a total of 45 million overnight trips were made in Australia. Of these, 14.9 million were spent in New South Wales, 10.3 million were spent in Queensland, and 9.2 million were spent in Victoria. Fewer nights were spent in the other states, with 3.7 million in South Australia, 1.5 million in Tasmania and 5 million in Western Australia. Despite the popularity of destinations such as Ayers Rock and Kakadu National Park, only 0.4 million overnight stays were recorded in the Northern Territory.

New South Wales, Queensland and Victoria attracted the greatest tourism revenue, with \$5.2 billion, \$5.1 billion and \$3.3 billion spent there respectively. The average expenditure for trips was \$395 per person, with accommodation the biggest expenditure, followed by meals and fuel. The survey also showed that costs were higher for inter-state travellers, who each spent an average of \$812 per trip compared with \$255 for those who

travelled within one state. Trips to the Northern Territory were the most expensive, followed by Queensland, with South Australia and Victoria the least.

Comparing the costs of trips for different purposes, the survey found that business trips were the most expensive because they were more likely to involve stays in commercial accommodation. Trips taken for educational reasons – to visit universities, museums etc. – were also expensive, especially as they usually required inter-state plane tickets. Family holidays lay in the medium range, with transport and fares contributing to the cost, but adventure parks the major expense. But while visits to friends and relatives were the least expensive – due to lower accommodation, food and transport costs – these travellers spent most on shopping.

The survey also estimates that Australians made 253 million day trips in 2002, visiting parks, beaches and city attractions. The largest expenses were petrol costs (averaging \$10 per day trip), followed by meals, souvenirs and entry fees. Day trips tended to cost the most in the Northern Territory, while South Australia was the cheapest. Overall, the survey found that men travelling alone spent more than any tourist group. In particular, men spent more on transport and meals. Women travelling alone spent the most on clothes, while souvenirs were bought more often by families than by other tourists.

The challenge for the tourism industry now is to encourage Australians to continue spending money on travel and, if possible, to increase the amount they spend.

Questions 1-3. Complete the table below. Choose NO MORE THAN THREE WORDS from the text for each answer.

Industries that benefit from tourism:

1. _____
2. _____
3. _____

Questions 4-7. Complete the sentences below. Choose NO MORE THAN THREE WORDS from the text for each answer.

4. The state or territory in which the highest number of overnight trips was made was _____.
5. The state or territory in which the lowest number of overnight trips was made was _____.
6. People travelling from state to state spent more than those travelling _____.
7. The TWO cheapest states or territories to travel to were _____ and _____.

Questions 8-11. Complete the table below. Choose NO MORE THAN THREE WORDS from the text for each answer.

Major expenses for different trips

Purpose of trip	_____	Major expense	_____
e. g. business	accommodation		
education	_____	8.	_____
family holiday	_____	9.	_____
visiting relatives	_____	10.	_____
day trips	_____	11.	_____

Questions 12 and 13. Complete the sentences below. Choose NO MORE THAN THREE WORDS from the text for each answer.

12. The category of people who spent the most on travel in Australia in 2002 were _____.

13. The category who spent the most on souvenirs were

Secrets of the Forests

Read the text and complete the tasks.

A) In 1942 Allan R. Holmberg, a doctoral student in anthropology from Yale University, USA, ventured deep into the jungle of Bolivian Amazonia and searched out an isolated band of Siriono Indians. The Siriono, Holmberg later wrote, led a "strikingly backward" existence. Their villages were little more than clusters of thatched huts. Life itself was a perpetual and punishing search for food: some families grew manioc and other starchy crops in small garden plots cleared from the forest, while other members of the tribe scoured the country for small game and promising fish holes. When local resources became depleted, the tribe moved on. As for technology, Holmberg noted, the Siriono "may be classified among the most handicapped peoples of the world". Other than bows, arrows and crude digging sticks, the only tools the Siriono seemed to possess were "two machetes worn to the size of pocket-knives".

B) Although the lives of the Siriono have changed in the intervening decades, the image of them as Stone Age relics has endured. Indeed, in many respects the Siriono epitomize the popular conception of life in Amazonia. To casual observers, as well as to influential natural scientists and regional planners, the luxuriant forests of Amazonia seem ageless, unconquerable, a habitat totally hostile to human civilization. The apparent simplicity of Indian ways of life has been judged an evolutionary adaptation to forest ecology, living proof that Amazonia could not - and cannot - sustain a more complex society. Archaeological traces of far more

elaborate cultures have been dismissed as the ruins of invaders from outside the region, abandoned to decay in the uncompromising tropical environment.

C) The popular conception of Amazonia and its native residents would be enormously consequential if it were true. But the human history of Amazonia in the past 11,000 years betrays that view as myth. Evidence gathered in recent years from anthropology and archaeology indicates that the region has supported a series of indigenous cultures for eleven thousand years; an extensive network of complex societies - some with populations perhaps as large as 100,000 - thrived there for more than 1,000 years before the arrival of Europeans. (Indeed, some contemporary tribes, including the Siriono, still live among the earthworks of earlier cultures.) Far from being evolutionarily retarded, prehistoric Amazonian people developed technologies and cultures that were advanced for their time. If the lives of Indians today seem "primitive", the appearance is not the result of some environmental adaptation or ecological barrier; rather it is a comparatively recent adaptation to centuries of economic and political pressure. Investigators who argue otherwise have unwittingly projected the present onto the past.

D) The evidence for a revised view of Amazonia will take many people by surprise. Ecologists have assumed that tropical ecosystems were shaped entirely by natural forces and they have focused their research on habitats they believe have escaped human influence. But as the University of Florida ecologist, Peter Feinsinger, has noted, an approach that leaves people out of the equation is no longer tenable. The archaeological evidence shows that the natural history of Amazonia is to a surprising extent tied to the activities of its prehistoric inhabitants.

E) The realization comes none too soon. In June 1992 political and environmental leaders from across the world met in Rio de Janeiro to discuss how developing countries can advance their economies without destroying their natural resources. The challenge is especially difficult in Amazonia. Because the tropical forest has been depicted as ecologically unfit for large-scale human occupation, some environmentalists have opposed development of any kind. Ironically, one major casualty of that extreme position has been the environment itself. While policy makers struggle to define and implement appropriate legislation, development of the most destructive kind has continued apace over vast areas.

F) The other major casualty of the "naturalism" of environmental scientists has been the indigenous Amazonians, whose habits of hunting, fishing, and slash-and-burn cultivation often have been represented as harmful to the habitat. In the clash between environmentalists and developers, the Indians, whose presence is in fact crucial to the survival of the forest, have suffered the most. The new understanding of the pre-history of Amazonia, however, points toward a middle ground. Archaeology makes clear that with judicious management selected parts of the region could support more people than anyone thought before. The long-buried past, it seems, offers hope for the future.

Questions 1-3. Reading Passage has six sections A-F. Choose the most suitable headings for sections A, B and D from the list of headings below.

List of Headings

- i Amazonia as unable to sustain complex societies
- ii The role of recent technology in ecological research in Amazonia

- iii The hostility of the indigenous population to North American influences
- iv Recent evidence
- v Early research among the Indian Amazons
- vi The influence of prehistoric inhabitants on Amazonian natural history
- vii The great difficulty of changing local attitudes and practices

Questions 4-9. Do the following statements agree with the views of the writer in Reading Passage?

- YES if the statement agrees with the views of the writer
- NO if the statement contradicts the views of the writer
- NOT GIVEN if it is impossible to say what the writer thinks about this

Example Answer:

The prehistoric inhabitants of Amazonia were relatively backward in technological terms. – NO

4. The reason for the simplicity of the Indian way of life is that Amazonia has always been unable to support a more complex society.

5. There is a crucial popular misconception about the human history of Amazonia.

6. There are lessons to be learned from similar ecosystems in other parts of the world.

7. Most ecologists were aware that the areas of Amazonia they were working in had been shaped by human settlement.

8. The indigenous Amazonian Indians are necessary to the well-being of the forest.

9. It would be possible for certain parts of Amazonia to support a higher population.

Questions 10-13. Choose the appropriate letters A-D.

10. In 1942 the US anthropology student concluded that the Siriono

- A) were unusually aggressive and cruel.
- B) had had their way of life destroyed by invaders.
- C) were an extremely primitive society.
- D) had only recently made permanent settlements.

11. The author believes recent discoveries of the remains of complex societies in Amazonia

- A) are evidence of early indigenous communities.
- B) are the remains of settlements by invaders.
- C) are the ruins of communities established since the European invasions.
- D) show the region has only relatively recently been covered by forest.

12. The assumption that the tropical ecosystem of Amazonia has been created solely by natural forces

- A) has often been questioned by ecologists in the past.
- B) has been shown to be incorrect by recent research.
- C) was made by Peter Feinsinger and other ecologists.
- D) has led to some fruitful discoveries.

13. The application of our new insights into the Amazonian past would

- A) warn us against allowing any development at all.
- B) cause further suffering to the Indian communities.
- C) change present policies on development in the region.
- D) reduce the amount of hunting, fishing, and 'slash-and-burn'.

Highlights of Iceland

Read the text and complete the tasks.

In this exciting tour, you will discover glaciers, waterfalls and geysers and relax in the warm waters of the Blue Lagoon. You will also have the opportunity to ride snowmobiles across the ice, or take a tour in a jeep across the lava fields (all year round). In summer months you will have the chance to go on a boat tour and search for whales, and in the winter, you may see the northern lights.

Tour Basics

Number of nights: 3

Transport: Bus

Flights included: Optional

Meals included: Breakfast only

Group size: 14-20

Accommodation: 2* Hotel

Day 1

Our representative will meet you at the airport and a bus will transfer you to your hotel in the capital, Reykjavik. After checking in, your guide will give you an orientation tour and you will have an opportunity to visit some of the city's highlights, such as the splendid cathedral. After dinner, you can spend the evening relaxing in the warm waters of the Blue Lagoon.

Day 2

We tour Iceland's Golden Circle, taking in Thingvellir National Park, Gullfoss Waterfall and the geothermal sites in Geysir. Here you'll see Strokkur, or the Butter Churn, which spouts a 100 foot jet of water into the air every 3-5 minutes.

Day 3

Day 3 is left free so that you can try out our optional tours. Explore the glacial Thorsmork Valley on a jeep ride. Another option is to drive out onto the glaciers and take a snowmobile tour. Whale-watching and puffin-spotting boat trips are also available from Reykyavik harbour.

Day 4

The tour ends at the city airport.

Useful Information

All rooms are twin-bed, so single travellers will have to share with another group member of the same sex. Single rooms are available at extra cost.

The local currency is the Icelandic Krona (ISK). Currency is readily available at the airport, banks, post offices and ATMs in the city and credit cards are widely accepted. The optional tours on day 3 cost extra, and a minimum of 4 people is required for both the jeep and snowmobiling tours. Current Costs: Thorsmork Jeep tour: 27,000 ISK; Snowmobile tour 34,200 ISK (based on two people sharing). Whale-watching (summer only) 9000 ISK; Puffin Tour (4700 ISK)

Tipping is voluntary, but is expected in this part of the world for workers in the tourism industry, such as your bus driver and restaurant staff. If you wish to tip your tour guide it would undoubtedly be appreciated.

You must have travel insurance to travel on our tours. You can arrange for this yourself, or buy it through our company.

You can either book a flight with us or arrange your own flights. If you choose the latter, you will have to make your own way to the hotel, details of which will be sent to you in advance.

Questions 1-20. You have noted down the following questions about the Iceland tour. Is the answer available in the text above?

Answer ✓ if the answer to the question is GIVEN in the text.

Answer X if the answer to the question is NOT GIVEN in the text.

1. How long does the tour last?
2. What day of the week does the tour start?
3. Are meals included in the price?
4. Are flights included in the price?
5. How much does the trip cost?
6. Do I get a discount for booking multiple places on the tour?
7. I'm travelling alone. Will I get my own room?
8. Is the cost of the jeep tour included in the price?
9. Will I have time to go snowmobiling and whale-watching?
10. Is the snowmobiling tour available in the summer?
11. Will I need to leave tips?
12. If I book my own flight, will you collect me from the airport?
13. How many people will there be on the tour?
14. What sort of clothing should I bring?
15. Does the tour run every week of the year?
16. What is the exchange rate (pounds to Icelandic Krona)?
17. When will we get to go to the Blue Lagoon?
18. Does the cost of the tour include travel insurance?
19. Will the orientation tour take us to the cathedral?
20. Where will we eat meals?

A Journey under the Sea

Read the text and complete the tasks.

Several years ago, my wife and I came upon an advertisement in a travel magazine for an international exchange programme promising “the chance of a lifetime”. Not one to let such an intriguing opportunity pass me by, but a bit hesitant about taking such a leap into the unknown, I did some research and discovered that the programme involved something called house-swapping.

After much discussion, my family and I decided to, as they say, go for it. Consequently, we were soon jetting off for a holiday in the Peak District of England while our exchange partners were settling down for their vacation in our flat back home in Mt Vernon, Washington. The exchange was for a month and the time passed quickly. To end our time away on a high note, we decided to travel to Paris via the engineering marvel known as the Channel Tunnel.

Being on a fairly tight budget, we opted for a package deal which included round-trip tickets on the Eurostar passenger train, five nights in a three-star hotel in Paris, Metro passes and unlimited use of the Paris bus system. When the package still hadn't arrived after a week, I began to think that perhaps our trip hadn't been such a good idea after all. Maybe it was a sign that we shouldn't go.

The tickets and vouchers eventually arrived and I scolded myself for having had such silly thoughts. On the day of departure, with plenty of time to spare, my two teenage children, my wife and I stood waiting eagerly on the platform at Waterloo Station. At exactly 7.57 am, we boarded our train and began our journey through the picturesque county of

Kent. About an hour into our journey, an announcement, in both English and French, informed us that we were about to enter the Channel Tunnel.

The Eurostar adverts had boasted proudly about the engineering feat that was the “Chunnel” and the convenience it offered to those travelling between England and the Continent. They had spoken highly of the “lack of rough seas” and to me, a person who gets seasick very easily, this was a major selling point. When all is said and done, however, I must admit that there were moments when I felt quite nervous about travelling 50 meters below the bottom of the English Channel.

Inside the tunnel itself, there really wasn't much to grab my attention - no posters or other artwork, so I busted myself studying the occupants of our carriage. Some calmly read novels or newspapers; others quietly looked through business reports and notes. I quickly realized, however, that most of my fellow passengers were like my family in that they looked excited and very happy to be enjoying such a novel travel experience.

Our underwater journey ended as quickly as it had begun. All of a sudden, we left the darkness of the tunnel behind and nosed out into the light of the pleasant French morning. The tracks being well-built, we quickly accelerated to 300 kph, the speed of a Boeing 747 at take-off. We arrived in Paris' busy city a mere 180 minutes after leaving London. That journey, and indeed the whole time that we spent on the exchange programme, have given us a yearning for new experiences, and many wonderful memories that we will cherish forever.

Questions 1- 9. Choose the appropriate letters A-D.

1. How did the writer first learn about the house-swapping scheme?

A) from his wife

B) purely by chance

- C) through a travel agent
- D) by doing research

2. The writer uses the phrase “go for it” (paragraph 2) to express the idea of:

- A) taking a risk
- B) going abroad
- C) flying on a jet
- D) having a choice

3. Why did the writer choose the package deal?

- A) They wanted to travel via the Channel Tunnel.
- B) It included a stay in a top-class hotel. C the train's top speed is 300

kph

- C) It was cheap for what it offered.
- D) It allowed them to use the Metro and bus

4. The Writer “scolded” himself (Paragraph 4) because...

- A) the tickets arrived late
- B) they had to wait a long time on the platform.
- C) he thought the trip was a silly idea
- D) he had worried unnecessarily

5. The writer was most attracted by the fact that the Eurostar train...

- A) travelled so far below sea level
- B) was unaffected by sea conditions
- C) offered a convenient way to travel
- D) used such a well – designed tunnel

6. What did the writer do during his journey through the tunnel?

- A) He studied a business report
- B) He looked at the other passengers

- C) He read a novel about travelling
- D) He wished the journey would end quickly

7. We learn from the writer that...

- A) the trip from London to Paris took 3 hours
- B) the train accelerates faster than a Boeing 747
- C) the train’s top speed is 300 kmph
- D) Paris’ centre is busier than London’s

8. How did the writer reach Paris?

- A) by train
- B) by plane
- C) by subway
- D) by boat

9. How was the writer's attitude changed by his experiences?

- A) He began to think more about the past
- B) He saw the value of doing new things
- C) He realized his journey was special
- D) He saw that he needn't have worried so much.

TESTS

Read and complete the text below. For each of the empty space (1-10) choose the correct answer (A, B, C, or D). Write your answers on the separate answer sheet.

TRAVEL STORIES: ALTIPLANO ADVENTURES

In just under three weeks Brett (partner/husband), Ryan (20-year-old son) and I travelled (1) _____ three countries, flew on six different planes, walked up to (2) _____ of 4,300m and had the experience of a lifetime.

We arrived in Buenos Aires, capital of Argentina, and (3) _____ we were impressed by the architecture, (4) _____ we found Buenos Aires a (5) _____, dirty, bleak and depressing city. The fact that we were stuck at Buenos Aires Airport on the way to Bolivia for hours and hours during the night after a (6) _____ flight with no announcements in English and no boards to let us know what was happening could be forgiven ... nearly! But the fact that we were nearly stuck there again on our way home because Airlines decided to (7) _____ our flight to Australia by two hours with no notice threw panic into our hearts. To be stuck in Buenos Aires for up to (8) _____ week with no money, no accommodation and the expense of the Argentinian peso matched to the US dollar was unforgivable!

We had a couple of days in Buenos Aires before moving on. Buenos Aires, like New York, never shuts down. Traffic goes all night. Drivers sit with hands (9) _____ glued to horns. Food in BA is delicious — and heaps of it. As stated before, fabulous architecture but most buildings need restoring. The Retiro, Buenos Aires's main railway station, for example, has a net attached to the roof, to catch the masonry falling off it. After spending more days in Buenos Aires than we should've we flew an antiquated 737 into Santa Cruz, Bolivia. Slept all the way due to no sleep the night before and still (10) _____ from Australia.

	A	B	C	D
1	over	cross	through	above
2	elevations	altitudes	eminences	hills
3	otherwise	however	moreover	although

4	overall	general	particularly	together
5	miserable	grimy	cold	dismal
6	forbidden	corrected	cancelled	closed
7	bring up	bring out	bring about	bring forward
8	other	another	others	the other
9	permanently	lastly	temporarily	eventually
10	long-legged	three-legged	jet-black	jet-lagged

Read and complete the text below. For each of the empty space (1-5) choose the correct answer (A, B, C, or D). Write your answers on the separate answer sheet.

A Skiing City Break in Austria

Postcard-pretty Innsbruck is the ideal destination for anyone who wants (1) _____ to combine a skiing holiday with a city break. The capital of the Habsburg Empire in the late middle ages, it has a charming old town with many ornate medieval buildings, together with natural baroque additions, (2) _____ the cathedral. The city is home to a wealth (3) _____ museums, galleries, bars and restaurants, 4) _____ twice played host to the Winter Olympics, so it has plenty of winter-sport facilities, and – just a short train ride out of town – ski tracks to challenge the most (5) _____ of skiers.

1	A) combine	B) to combine	C) combines	D) combined
2	A) included	B) include	C) including	D) includes
3	A) for	B) off	C) in	D) of
4	A) has	B) have	C) had	D) is having
5	A) accomplishing	B) accomplish	C) accomplished	D) accomplishes

ENVIRONMENT

Alarming Rate of Loss of Tropical Rainforests

Read the text and complete the tasks.

Adults and children are frequently confronted with statements about the alarming rate of loss of tropical rainforests. For example, one graphic illustration to which children might readily relate is the estimate that rainforests are being destroyed at a rate equivalent to one thousand football fields every forty minutes – about the duration of a normal classroom period. In the face of the frequent and often vivid media coverage, it is likely that children will have formed ideas about rainforests – what and where they are, why they are important, what endangers them – independent of any formal tuition. It is also possible that some of these ideas will be mistaken. Many studies have shown that children harbour misconceptions about ‘pure’, curriculum science. These misconceptions do not remain isolated but become incorporated into a multifaceted, but organised, conceptual framework, making it and the component ideas, some of which are erroneous, more robust but also accessible to modification. These ideas may be developed by children absorbing ideas through the popular media. Sometimes this information may be erroneous. It seems schools may not be providing an opportunity for children to re-express their ideas and so have them tested and refined by teachers and their peers.

Despite the extensive coverage in the popular media of the destruction of rainforests, little formal information is available about children’s ideas in this area. The aim of the present study is to start to provide such information, to help teachers design their educational

strategies to build upon correct ideas and to displace misconceptions and to plan programmes in environmental studies in their schools.

The study surveys children’s scientific knowledge and attitudes to rainforests. Secondary school children were asked to complete a questionnaire containing five open-form questions. The most frequent responses to the first question were descriptions which are self-evident from the term ‘rainforest’. Some children described them as damp, wet or hot. The second question concerned the geographical location of rainforests. The commonest responses were continents or countries: Africa (given by 43% of children), South America (30%), Brazil (25%). Some children also gave more general locations, such as being near the Equator.

Responses to question three concerned the importance of rainforests. The dominant idea, raised by 64% of the pupils, was that rainforests provide animals with habitats. Fewer students responded that rainforests provide plant habitats, and even fewer mentioned the indigenous populations of rainforests. More girls (70%) than boys (60%) raised the idea of rainforest as animal habitats.

Similarly, but at a lower level, more girls (13%) than boys (5%) said that rainforests provided human habitats. These observations are generally consistent with our previous studies of pupils’ views about the use and conservation of rainforests, in which girls were shown to be more sympathetic to animals and expressed views which seem to place an intrinsic value on non-human animal life.

The fourth question concerned the causes of the destruction of rainforests. Perhaps encouragingly, more than half of the pupils (59%) identified that it is human activities which are destroying rainforests, some

personalising the responsibility by the use of terms such as ‘we are’. About 18% of the pupils referred specifically to logging activity.

One misconception, expressed by some 10% of the pupils, was that acid rain is responsible for rainforest destruction; a similar proportion said that pollution is destroying rainforests. Here, children are confusing rainforest destruction with damage to the forests of Western Europe by these factors. While two fifths of the students provided the information that the rainforests provide oxygen, in some cases this response also embraced the misconception that rainforest destruction would reduce atmospheric oxygen, making the atmosphere incompatible with human life on Earth.

In answer to the final question about the importance of rainforest conservation, the majority of children simply said that we need rainforests to survive. Only a few of the pupils (6%) mentioned that rainforest destruction may contribute to global warming. This is surprising considering the high level of media coverage on this issue. Some children expressed the idea that the conservation of rainforests is not important.

The results of this study suggest that certain ideas predominate in the thinking of children about rainforests. Pupils’ responses indicate some misconceptions in basic scientific knowledge of rainforests’ ecosystems such as their ideas about rainforests as habitats for animals, plants and humans and the relationship between climatic change and destruction of rainforests.

Pupils did not volunteer ideas that suggested that they appreciated the complexity of causes of rainforest destruction. In other words, they gave no indication of an appreciation of either the range of ways in which rainforests are important or the complex social, economic and political

factors which drive the activities which are destroying the rainforests. One encouragement is that the results of similar studies about other environmental issues suggest that older children seem to acquire the ability to appreciate, value and evaluate conflicting views. Environmental education offers an arena in which these skills can be developed, which is essential for these children as future decision-makers.

Questions 1–8. Do the following statements agree with the information given?

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

1. The plight of the rainforests has largely been ignored by the media.
2. Children only accept opinions on rainforests that they encounter in their classrooms.
3. It has been suggested that children hold mistaken views about the ‘pure’ science that they study at school.
4. The fact that children’s ideas about science form part of a larger framework of ideas means that it is easier to change them.
5. The study involved asking children a number of yes/no questions such as ‘Are there any rainforests in Africa?’
6. Girls are more likely than boys to hold mistaken views about the rainforests’ destruction.
7. The study reported here follows on from a series of studies that have looked at children’s understanding of rainforests.
8. A second study has been planned to investigate primary school children’s ideas about rainforests.

Questions 9–13. The box below gives a list of responses A–P to the questionnaire discussed in Reading sample. Answer the following questions by choosing the correct responses A–P.

9. What was the children's most frequent response when asked where the rainforests were?

10. What was the most common response to the question about the importance of the rainforests?

11. What did most children give as the reason for the loss of the rainforests?

12. Why did most children think it important for the rainforests to be protected?

13. Which of the responses is cited as unexpectedly uncommon, given the amount of time spent on the issue by the newspapers and television?

A) There is a complicated combination of reasons for the loss of the rainforests.

B) The rainforests are being destroyed by the same things that are destroying the forests of Western Europe.

C) Rainforests are located near the Equator.

D) Brazil is home to the rainforests.

E) Without rainforests some animals would have nowhere to live.

F) Rainforests are important habitats for a lot of plants.

G) People are responsible for the loss of the rainforests.

H) The rainforests are a source of oxygen.

I) Rainforests are of consequence for a number of different reasons.

J) As the rainforests are destroyed, the world gets warmer.

K) Without rainforests there would not be enough oxygen in the air.

L) There are people for whom the rainforests are home.

M) Rainforests are found in Africa.

N) Rainforests are not really important to human life.

O) The destruction of the rainforests is the direct result of logging activity.

P) Humans depend on the rainforests for their continuing existence.

Question 14. Choose the correct letter A, B, C, D or E.

Which of the following is the most suitable title for Reading Passage?

A) The development of a programme in environmental studies within a science curriculum

B) Children's ideas about the rainforests and the implications for course design

C) The extent to which children have been misled by the media concerning the rainforests

D) How to collect, collate and describe the ideas of secondary school children

E) The importance of the rainforests and the reasons for their destruction

Air Pollution

Read the text and complete the tasks.

PART 1

A) Air pollution is increasingly becoming the focus of government and citizen concern around the globe. From Mexico City and New York, to Singapore and Tokyo, new solutions to this old problem are being proposed, Mailed and implemented with ever increasing speed. It is feared

that unless pollution reduction measures are able to keep pace with the continued pressures of urban growth, air quality in many of the world's major cities will deteriorate beyond reason.

B) Action is being taken along several fronts: through new legislation, improved enforcement and innovative technology. In Los Angeles, state regulations are forcing manufacturers to try to sell ever cleaner cars: their first of the cleanest, titled "Zero Emission Vehicles", have to be available soon, since they are intended to make up 2 percent of sales in 1997. Local authorities in London are campaigning to be allowed to enforce anti-pollution laws themselves; at present only the police have the power to do so, but they tend to be busy elsewhere. In Singapore, renting out road space to users is the way of the future.

C) When Britain's Royal Automobile Club monitored the exhausts of 60,000 vehicles; it found that 12 per cent of them produced more than half the total pollution. Older cars were the worst offenders; though a sizeable number of quite new cars were also identified as gross polluters, they were simply badly tuned. California has developed a scheme to get these gross polluters off the streets: they offer a flat \$700 for any old, run-down vehicle driven in by its owner. The aim is to remove the heaviest-polluting, most decrepit vehicles from the roads.

D) As part of a European Union environmental programme, a London council is resting an infra-red spectrometer from the University of Denver in Colorado. It gauges the pollution from a passing vehicle - more useful than the annual stationary test that is the British standard today - by bouncing a beam through the exhaust and measuring what gets blocked. The council's next step may be to link the system to a computerised video camera able to read number plates automatically.

E) The effort to clean up cars may do little to cut pollution if nothing is done about the tendency to drive them more. Los Angeles has some of the world's cleanest cars - far better than those of Europe - but the total number of miles those cars drive continues to grow. One solution is car-pooling, an arrangement in which a number of people who share the same destination share the use of one car. However, the average number of people in a car on the freeway in Los Angeles, which is 1.0, has been falling steadily. Increasing it would be an effective way of reducing emissions as well as easing congestion. The trouble is, Los Angelinos seem to like being alone in their cars.

F) Singapore has for a while had a scheme that forces drivers to buy a badge if they wish to visit a certain part of the city. Electronic innovations make possible increasing sophistication: rates can vary according to road conditions, time of day and so on. Singapore is advancing in this direction, with a city-wide network of transmitters to collect information and charge drivers as they pass certain points. Such road-pricing, however, can be controversial. When the local government in Cambridge, England, considered introducing Singaporean techniques, it faced vocal and ultimately successful opposition.

PART 2

The scope of the problem facing the world's cities is immense. In 1992, the United Nations Environmental Programme and the World Health Organisation (WHO) concluded that all of a sample of twenty megacities - places likely to have more than ten million inhabitants in the year 2000 - already exceeded the level the WHO deems healthy in at least one major pollutant. Two-thirds of them exceeded the guidelines for two, seven for three or more.

Of the six pollutants monitored by the WHO - carbon dioxide, nitrogen dioxide, ozone, sulphur dioxide, lead and particulate matter - it is this last category that is attracting the most attention from health researchers. PM10, a sub-category of particulate matter measuring ten-millionths of a meter across, has been implicated in thousands of deaths a year in Britain alone. Research being conducted in two counties of Southern California is reaching similarly disturbing conclusions concerning this little-understood pollutant.

A world-wide rise in allergies, particularly asthma, over the past four decades is now said to be linked with increased air pollution. The lungs and brains of children who grow up in polluted air offer further evidence of its destructive power the old and ill; however, are the most vulnerable to the acute effects of heavily polluted stagnant air. It can actually hasten death, so it did in December 1991 when a cloud of exhaust fumes lingered over the city of London for over a week.

The United Nations has estimated that in the year 2000 there will be twenty-four mega-cities and a further eighty-five cities of more than three million people. The pressure on public officials, corporations and urban citizens to reverse established trends in air pollution is likely to grow in proportion with the growth of cities themselves. Progress is being made. The question, though, remains the same: 'Will change happen quickly enough?'

Questions 1-5 Look at the following solutions (Questions 1-5) and locations. Match each solution with one location.

NB You may use any location more than once.

1. Manufacturers must sell cleaner cars.
2. Authorities want to have power to enforce anti-pollution laws.

3. Drivers will be charged according to the roads they use.
4. Moving vehicles will be monitored for their exhaust emissions.
5. Commuters are encouraged to share their vehicles with others.

Locations:

Singapore, Tokyo, London, New York, Mexico City, Cambridge, Los Angeles

Questions 6-10. Do the following statements reflect the claims of the writer in Reading Passage?

- YES if the statement reflects the claims of the writer
NO if the statement contradicts the claims of the writer
NOT GIVEN if it is impossible to say what the writer thinks about this

6. According to British research, a mere twelve per cent of vehicles tested produced over fifty per cent of total pollution produced by the sample group.

7. It is currently possible to measure the pollution coming from individual vehicles whilst they are moving.

8. Residents of Los Angeles are now tending to reduce the yearly distances they travel by car.

9. Car-pooling has steadily become more popular in Los Angeles in recent years.

10. Charging drivers for entering certain parts of the city has been successfully done in Cambridge, England.

Questions 11-13. Choose the appropriate letters A—D.

11. How many pollutants currently exceed WHO guidelines in all megacities studied?

- A) one

- B) two
- C) three
- D) seven

12. Which pollutant is currently the subject of urgent research?

- A) nitrogen dioxide
- B) ozone
- C) lead
- D) particulate matter

13. Which of the following groups of people are the most severely affected by intense air pollution?

- A) allergy sufferers
- B) children
- C) the old and ill
- D) asthma sufferers

Plastic Bags

Read the following text about plastic bags and answer the questions.

Paragraph 1

When Swedish engineer Sten Gustaf Thulin invented the lightweight plastic shopping bag in the 1960s, he probably had no idea how controversial they would become, nor for how long the controversy would last. The fact that the bags proved so useful due to their low weight and resistance to degrading biologically made them widespread by the 1980s, but also led to environmental challenges. Millions of shopping bags end up as litter every year. This has resulted in land pollution, blocking of

waterways and also to areas of sea being clogged up with plastic, harming wildlife.

Paragraph 2

Different measures have been carried out. A total ban was placed on non-biodegradable plastic bags in China, to save oil, and in some African countries like Rwanda, to reduce litter. In China this is said to have saved 4.8 million tonnes of oil and in Rwanda the ban has had a visible effect. As one visitor commented: 'The country is so much cleaner than it used to be.' The United Arab Emirates also banned all single-use bags in 2013, based on pollution caused - and danger to camels, who were eating them.

Paragraph 3

Other countries have introduced a 'bag tax', with supermarkets charging customers a small amount for each plastic bag they use. For example, Ireland introduced such a charge in 2002.

Jill Burns of Plastic Bag Aware said 'Ireland's bag tax has been incredibly successful, mainly because the charge is quite high, and is increased the more plastic bags are used.' Despite fears to the contrary, customers accepted the charge, but in other countries this measure has been blocked, not by customers, but by manufacturers of plastic bags.

Paragraph 4

What's the alternative to the traditional plastic bag? I thought the answer was the bio-degradable plastic bag, but it seems not to be the case. Manufacturers and the major supermarkets claim that such bags degrade completely in under three years. However, research has shown that they do not degrade as efficiently as has been claimed. I was really taken aback by this! They need light and oxygen for the material to degrade, but in landfills both are in short supply. Another criticism has been that it is

environmental madness to produce something requiring a lot of oil to make, only so that it can 'self-destruct'.

Paragraph 5

I'd always considered paper and cloth bags as an ethical alternative to plastic bags. Again, my ideas have been challenged. Both paper and cloth bags require much more energy to make, and are said to pollute air and water more in manufacture. I've used a cloth bag several times for shopping and prided myself on protecting the environment. It seems I'm wrong. A cloth bag would have to be used 130 times before its ecological impact was as low as a plastic bag in terms of energy. I guess I have no choice but to do another 90 shopping trips or more with my cloth bag! One packaging manufacturer said 'Plastic bags are more environmentally friendly than cotton bags,' but I'm not convinced. How can something that causes so much damage be acceptable?

Questions 1-5. The text has five paragraphs (1-5). Choose the best title for each paragraph from A-F below. There is one title you don't need.

1. Paragraph 1 _____
2. Paragraph 2 _____
3. Paragraph 3 _____
4. Paragraph 4 _____
5. Paragraph 5 _____

- A) The high energy use of producing alternative types of bags
- B) How the positive features of plastic bags led to problems
- C) Other forms of plastic bags may not be the solution
- D) Benefits of forbidding the use of non-biodegradable plastic bags
- E) Consumers must be encouraged to change their way of thinking
- F) An effective measure is accepted by consumers

Questions 6-10 Choose the five statements from A-H below that are TRUE according to the information given in the text. Write the letters of the TRUE statements on the lines below (in any order).

6. _____
7. _____
8. _____
9. _____
10. _____

A) The inventor of the carrier bag realised his invention would cause disagreement.

B) One of the reasons behind a ban on plastic bags was to protect wildlife.

C) The more plastic bags shoppers in Ireland use, the more expensive they become.

D) In some countries customers don't agree with the charge being introduced.

E) The writer found it difficult to believe research on the breakdown of bio-degradable bags.

F) According to researchers, one of the elements needed to break down bio-degradable bags in landfills is missing.

G) The writer was incorrect in his belief that using a cloth bag had made him environmentally friendly.

H) The writer feels his only option is to re-use his cloth bag at least 90 more times.

Questions 11-15. Complete sentences 11-15 with a word, phrase or number from the text (maximum three words).

Write the word, phrase or number on the lines below.

11. The lightness and durability of plastic bags meant that their use was _____ twenty years after their invention.

12. Some countries responded directly to excessive oil use and rubbish caused by plastic bags with a _____ on them.

13. Instead of objecting to paying for plastic bags, Irish shoppers _____.

14. The researchers questioned the idea that bio-degradable bags take less than three years to _____.

15. The writer did not believe the claim made by a _____ that plastic bags are more ecological than cloth bags.

What a Waste!

Read the text and complete the tasks.

Every day, all over the world, unwanted waste is disposed of from both domestic and commercial sources, usually with insufficient attention paid to the resulting problems. The increase in excess refuse and how to dispense with it has become a major headache for the government and the environmental agencies.

This has certainly been the case in Britain where there has been a steady rise in the amount of rubbish generated in recent years. In industry, the mining, agriculture and construction sectors are the biggest culprits, being amongst the greatest producers of waste. Also, household waste has grown at a rate of 3% a year as a consequence of society becoming more affluent and thus consuming more goods, resulting in more rubbish to discard. As this waste is economically and environmentally costly to deal with, local authorities have been required to ensure that the arrangements

made to dispose of the surplus detritus are efficient and practicable, considering social as well as economic implications.

For many years, the preferred option for refuse disposal in Britain has been the landfill. In fact, the UK, more than any other European country, makes use of landfills to get rid of its biodegradable waste. However, problems have arisen with this method and alternative solutions have had to be researched.

One of the biggest drawbacks to landfills is the cost. In the past this was not the case as land was plentiful and cheap with abandoned quarries and mines often being utilised. But by 2015, since space for approved and licensed landfills will have run out, viable alternatives to waste disposal have to be found. Another disadvantage is the environmental impact made by the acids and hazardous chemicals that are leaked from the landfills. Older sites depended on these substances being diluted naturally by rain but this often did not occur and surrounding agricultural land was affected and livestock poisoned. Nowadays, more modern landfills use liners within the pits to contain any dangerous material and the liquid is then collected, treated and discharged within the site itself. But perhaps the most apparent annoyance for the general public living in the immediate vicinity of the landfill is the nuisance that results from the traffic, the noise, the dust and the unpleasant odours emanating from the site. Although no risks to human health have been verified, symptoms such as headaches, drowsiness and exhaustion have been reported by people living close to landfills. These may have been caused by toxic emissions from the site but they may be connected to the impact that living next to the sites can have on stress and anxiety.

In order to reduce the amount of waste being sent to the landfill, a special tax was introduced in 1996, to discourage this practice. The charges range from two to eleven pounds per tonne depending on the type of rubbish being discarded and due to this tax the amount of waste from the construction industry has been markedly reduced. Other targets have been set to reduce biodegradable waste deposited in these sites by 2006 but it is thought that the greatest impact could be made through the introduction of more intensive recycling, which could be funded from the proceeds of the landfill tax.

In Europe, Britain is bottom of the recycling table with the lowest rate of 8% compared to the Netherlands where they recycle 72% of their detritus. According to government research, only 7% of plastic was salvaged, as was only 22% of the six billion glass containers manufactured annually in Britain. On the other hand, the same sources found that 90% of car batteries and 66% of lead is recycled. This proportion is high because of the economic value of the material and so reprocessing is an opportunity to gain an income from an environmentally friendly undertaking. Also, of the thirteen billion steel cans produced yearly, about a quarter come from recycled metal. These goods only consume 25% of the energy needed to make the same products from raw materials.

Biodegradable wastes can be made into organic compost to use as fertiliser for the land. At present less than half the local authorities have facilities for this and about a fifth of municipal waste is being treated, but in some areas, schemes are being set up to collect waste from both domestic properties and supermarkets to help effect this procedure.

Yet even now in the 21st century, less progressive authorities are still constructing and employing incinerators to dispose of waste despite the

subsequent health hazards. They also have to confront opposition from the public over a policy which has proved to be the most unpopular technology since the introduction of nuclear power.

So, what can be done to encourage more recycling? Probably what should be the government's priority is the reduction in the number of landfills in regular use. Even materials that are biodegradable such as paper cannot easily be broken down as the landfill pits are constructed to keep air out and moisture in, thus slowing down the process to degrade this matter. Therefore, more reprocessing plants for refuse must be constructed to replace the outmoded landfills. Also, companies should be encouraged to take a more responsible approach to the packaging of their products, only using the minimum and environmentally friendly recycled materials. Then, the public must be convinced of the benefits of recycling and be made aware of the ecological consequences of not recycling. In Britain, more intensive reprocessing would lower the production of gases harmful to the ozone layer by 12.8 million tonnes of carbon a year, the equivalent of taking nearly five million cars off the road. Also, a strong incentive for the public to support recycling is the prospect of higher employment. In Germany, it has been estimated that 150,000 people are employed in the recycling business, a number greater than those employed in the steel industry. It is believed that up to 50,000 jobs could be created in Britain if recycling was adopted.

What will happen in the future regarding the disposal of waste matter very much depends on the attitude and party policies of the particular government in power. Yet, if reforms to the methods of waste disposal are not made, serious environmental problems will arise in the immediate future, the consequences of which are too dire to contemplate.

Questions 1-4. Choose ONE phrase from the list of phrases A - I below to complete each of the following sentences.

List of Phrases

- A) there is a lot of mining in Britain
- B) dangerous materials are collected in landfills
- C) as the population becomes wealthier, their capacity to consume more increases
- D) there is relatively little recycling of degradable matter in Britain
- E) landfills poison animals
- F) a lot of waste from food shops is made into fertilisers
- G) problems for people residing nearby
- H) using incinerators is the most popular method of rubbish disposal
- I) the most common means of waste disposal is burying refuse

1. More household waste is produced because...
2. In Britain...
3. Landfills create...
4. Unlike Europe...

Questions 5 and 6 Choose the best answer A, B, C or D.

5. Landfills are not approved of because
- A) they use agricultural land.
 - B) they have always been expensive to run.
 - C) they need to have a licence.
 - D) they produce dangerous emissions.
6. A tax was imposed in order
- A) to encourage recycling.
 - B) to dissuade people from using landfills.
 - C) to punish the building industry.

D) to gather money for the government.

Questions 7-14. Complete the summary below. Choose NO MORE THAN ONE WORD for each answer.

Solutions to the problem of how to dispose of excess rubbish must be found. With the dramatic increase in both 7) _____ and industrial rubbish, the 8) _____ must devise new policies to deal with the matter. The well-established 9) _____ are now considered 10) _____ so it is preferable to send the refuse to 11) _____ works in order to 12) _____ the waste products which could then be used to manufacture 13) _____ goods. Also, the general public must be better informed of the worrying environmental 14) _____ the planet faces if this matter is not addressed urgently.

The US City and the Natural Environment

Read the text and complete the tasks.

A) While cities and their metropolitan areas have always interacted with and shaped the natural environment, it is only recently that historians have begun to consider this relationship. During our own time, the tension between natural and urbanized areas has increased, as the spread of metropolitan populations and urban land uses has reshaped and destroyed natural landscapes and environments.

B) The relationship between the city and the natural environment has actually been circular, with cities having massive effects on the natural environment, while the natural environment, in turn, has profoundly shaped urban configurations. Urban history is filled with stories about how city dwellers contended with the forces of nature that threatened their

lives. Nature not only caused many of the annoyances of daily urban life, such as bad weather and pests, but it also gave rise to natural disasters and catastrophes such as floods, fires, and earthquakes. In order to protect themselves and their settlements against the forces of nature, cities built many defences including flood walls and dams, earthquake-resistant buildings, and storage places for food and water. At times, such protective steps sheltered urbanites against the worst natural furies, but often their own actions – such as building under the shadow of volcanoes, or in earthquake-prone zones – exposed them to danger from natural hazards.

C) City populations require food, water, fuel, and construction materials, while urban industries need natural materials for production purposes. In order to fulfill these needs, urbanites increasingly had to reach far beyond their boundaries. In the nineteenth century, for instance, the demands of city dwellers for food produced rings of garden farms around cities. In the twentieth century, as urban populations increased, the demand for food drove the rise of large factory farms. Cities also require fresh water supplies in order to exist – engineers built waterworks, dug wells deeper and deeper into the earth looking for groundwater, and dammed and diverted rivers to obtain water supplies for domestic and industrial uses. In the process of obtaining water from distant locales, cities often transformed them, making deserts where there had been fertile agricultural areas.

D) Urbanites had to seek locations to dispose of the wastes they produced. Initially, they placed wastes on sites within the city, polluting the air, land, and water with industrial and domestic effluents. As cities grew larger, they disposed of their wastes by transporting them to more distant locations. Thus, cities constructed sewerage systems for domestic

wastes. They usually discharged the sewage into neighbouring waterways, often polluting the water supply of downstream cities.

The air and the land also became dumps for waste disposal. In the late nineteenth century, coal became the preferred fuel for industrial, transportation, and domestic use. But while providing an inexpensive and plentiful energy supply, coal was also very dirty. The cities that used it suffered from air contamination and reduced sunlight, while the cleaning tasks of householders were greatly increased.

E) In the late nineteenth and early twentieth centuries, reformers began demanding urban environmental cleanups and public health improvements. Women's groups often took the lead in agitating for clean air and clean water, showing a greater concern than men in regard to quality of life and health-related issues. The replacement of the horse, first by electric trolleys and then by the car, brought about substantial improvements in street and air sanitation. The movements demanding clean air, however, and reduction of waterway pollution were largely unsuccessful. On balance, urban sanitary conditions were probably somewhat better in the 1920s than in the late nineteenth century, but the cost of improvement often was the exploitation of urban hinterlands for water supplies, increased downstream water pollution, and growing automobile congestion and pollution.

F) In the decades after the 1940s, city environments suffered from heavy pollution as they sought to cope with increased automobile usage, pollution from industrial production, new varieties of chemical pesticides and the wastes of an increasingly consumer-oriented economy. Cleaner fuels and smoke control laws largely freed cities during the 1940s and 1950s of the dense smoke that they had previously suffered from.

Improved urban air quality resulted largely from the substitution of natural gas and oil for coal and the replacement of the steam locomotive by the diesel-electric. However, great increases in automobile usage in some larger cities produced the new phenomenon of smog, and air pollution replaced smoke as a major concern.

G) During these decades, the suburban out-migration, which had begun in the nineteenth century with commuter trains and streetcars and accelerated because of the availability and convenience of the automobile, now increased to a torrent, putting major strains on the formerly rural and undeveloped metropolitan fringes. To a great extent, suburban layouts ignored environmental considerations, making little provision for open space, producing endless rows of resource-consuming and fertilizer-dependent lawns, contaminating groundwater through leaking septic tanks, and absorbing excessive amounts of fresh water and energy. The growth of the outer city since the 1970s reflected a continued preference on the part of many people in the western world for space-intensive single-family houses surrounded by lawns, for private automobiles over public transit, and for the development of previously untouched areas. Without better planning for land use and environmental protection, urban life will, as it has in the past, continue to damage and stress the natural environment.

Questions 1-7 Reading Passage has seven sections, A-G. Choose the correct heading for each section from the list of headings below.

List of Phrases

- i Legislation brings temporary improvements
- ii The increasing speed of suburban development
- iii A new area of academic interest
- iv The impact of environmental extremes on city planning

- v The first campaigns for environmental change
- vi Building cities in earthquake zones
- vii The effect of global warming on cities
- viii Adapting areas surrounding cities to provide resources
- ix Removing the unwanted by-products of city life
- x Providing health information for city dwellers

Questions 8-13. Do the following statements agree with the information given in Reading Passage?

- TRUE if the statement is true according to the passage
FALSE if the statement is false according to the passage
NOT GIVEN if the information is not given in the passage

8. In the nineteenth century, water was brought into the desert to create productive farming land.

9. Women were often the strongest campaigners for environmental reform.

10. Reducing urban air and water pollution in the early twentieth century was extremely expensive.

11. The introduction of the car led to increased suburban development.

12. Suburban lifestyles in many western nations fail to take account of environmental protection.

13. Many governments in the developed world are trying to halt the spread of the suburbs.

The Heliotrope

A unique eco-house in Freiburg, Germany

Read the text and complete the tasks.

Freiburg is a town of 200,000 inhabitants located in beach countryside on the edge of the Black Forest in south Germany.

It's a university town, an important industrial and common centre, and a tourist resort. But today it is best known as ecological capital of Germany. The old town is completely pedestrianised, recycling is a way of life and people use big and public transport to commute. In one part of the town are forbidden: drivers must park on the edge of the suburb special car park with solar panels on the roof. The result is very few residents own cars.

On the outskirts of the town there is a special district with all the houses are solar-powered. Here there is a detached house which at first sight looks rather strange. It is an experimental eco-house called the Heliotrope. It looks like a smallish town block sitting on a narrow platform. In the centre of the house there is a spiral staircase, and as you go upstairs, you see large bright rooms with triple-glazed windows and spacious balconies. Enormous solar panels provide energy for the heating, the fridge, the light bulbs and all other domestic appliances. The most amazing thing about the house is that it turns round and follows the sun from morning to night to maximise the energy it produces. Although it rotates very slowly, the movements are not noticeable. It feels a bit like being on a ship in a calm sea or in a house high up in a tree. The good news is that the technology works: the house produces five times more electricity than consumes.

Freiburg is a window to the future which shows how our life may change. Perhaps one day we'll all live in houses like Heliotrope. If we do, we'll never have to worry about electric bills again. And we'll never get bored with the view.

Questions 1-6. Decide if the statements 1 - 6 are true (T) or false (F).

1. Freiburg is well-known for several reasons.
2. Nobody in Freiburg owns a car.
3. The ecological houses are in the centre of town.
4. Everything in the house is powered by solar energy.
5. The house rotates to give the best view at every time of day.
6. When you are inside the house, you can feel it turning.

In pairs ask and answer these questions.

- Where would you prefer to live: in the centre/in the suburbs/on the outskirts of a city, or in the countryside? Why?
- What would be good/bad about living in a tourist resort, or in the old town of a historic city?
- What are the advantages and disadvantages of living in a city that is an industrial and commercial centre?

Read again the first three sentences of the article, which describe the town of Freiburg. Write similar sentences about your city, town or village.

[name of city] _____ has _____ inhabitants. It is located in a region called _____ in the [north/south-west/...] _____ of _____ [your country]. It is a(n) _____ [industrial centre / historic city or town / tourist resort...]. It is best known as [the birthplace of _____]. It is famous for [its castle/the film festival...].

TESTS

Read and complete the text below. For each of the empty space (1-3) choose the correct answer (A, B, C, or D). Write your answers on the separate answer sheet.

World Problems of Ecology

Until recently the planet was a large world in which human activities and the nature (1) _____ in balance. Acid rain, global warming, ozone reduction, widespread desertification and species loss: we have to face them now. Ecology and economy are very closely connected. Now we have to face degradation of soils, water, atmosphere and forests. Millions of trees (2) _____ in Germany's Black Forest and thousands of lakes in Sweden are so acidic that nothing can live in them. In Scotland farmers complain that acid rains kill their fish. Forests in Denmark, France, Northern Italy, Greece and Norway (3) _____. Thousands of lakes in Canada and the USA can no longer support fish life. The time has come for the governments and their people to take responsibility for the policies that cause the environmental damage.

1	A	was	B	were	C	are	D	had been
2	A	dead	B	die	C	are dying	D	dying
3	A	damaged	B	damages	C	are damaging	D	are damaged

Far from Shore

Read and complete the text below. For each of the empty space (1-10) choose the correct answer (A, B, C, or D). Write your answers on the separate answer sheet.

Scientists divide the open ocean far from land into three layers according to how much sunlight the water gets: the sunlight zone, the twilight zone, and the midnight zone.

Sunlight Zone

The sunlight zone is the ocean's top layer. It goes down about 300 feet, and the temperature is a pleasant 70°F. Even (1) _____ it is the smallest zone, it has about 90 percent of ocean life. Sunlight brightens the water near the surface (2) _____ plankton float. Bigger creatures also live in the sunny water. Some swimming animals cruise just below the surface. Some dive deep. Others break the water's surface

(3) _____ the air above.

Twilight Zone

The twilight zone (4) _____ from the bottom of the sunlight zone down about 3,000 feet. The

water gets (5) _____ – about 50°F. The fish that live here can't see very well, and there isn't enough light for plant plankton or seaweed to stay (6) _____. Most food comes from dead plankton and animals that drift down from the surface waters.

Midnight Zone

The midnight zone goes from the bottom of the twilight zone to the floor of the ocean. This zone is dark and still. The temperature is really cold – about 43°F. The weight of the water from above presses very hard on the small, nearly blind animals that live here. Many deep-ocean fish

have parts that glow from chemicals in (7) _____ bodies. Their lights confuse enemies, lure prey, and attract mates.

At some places on the ocean floor, water (8) _____ as 750°F shoots out of openings, or vents. Minerals collect around the vents (9) _____ underwater chimneys. The hot water (10) _____ from the chimneys looks like black smoke.

1	A	though	B	in spite of	C	however	D	also
2	A	which	B	where	C	that	D	who
3	A	to reach	B	reaching	C	reached	D	reaches
4	A	extending	B	extended	C	has extended	D	extends
5	A	dark and colder	B	darkest and coldest	C	darker and cold	D	darker and colder
6	A	alive	B	lively	C	alived	D	living
7	A	there	B	them	C	their	D	theirs
8	A	as hotter	B	as hot	C	as hottest	D	so hotter
9	A	to form	B	formed	C	forms	D	had formed
10	A	rising	B	to rise	C	rose	D	is rising

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